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#On the edge' : students into teachers; a qualitative study of primary post graduate students focusing upon their transition from students into teachers.

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**'ON THE EDGE'
STUDENTS INTO TEACHERS**

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STUDENTS INTO TEACHERS**

**A QUALITATIVE STUDY OF PRIMARY
POST GRADUATE STUDENTS
FOCUSING UPON THEIR TRANSITION
FROM STUDENTS INTO TEACHERS**

Lynda Janice Hoyer

**A dissertation submitted in partial
fulfilment of the requirements of
the University of Bristol for the
degree of Doctor of Education.**

March, 1996.

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This inquiry and the research study on which it is based are my own work.

A handwritten signature in black ink, reading "Lynda J. Hoyer". The signature is fluid and cursive, with a large loop at the end of the last name.

Lynda Janice Hoyer

September, 1995.

ACKNOWLEDGEMENTS

My grateful thanks go to all the Post Graduate Certificate in Education (Primary) students, (1993-1994) who completed the documentation and allowed me access to their thoughts. My particular thanks go to the eight 'interviewees' for their time and insight.

I should like to thank Eric Hoyle for his perceptive comments and breadth of vision, as well as Peter Mansfield for his careful scrutiny of the text and Terri Passenger for her encouragement and humour.

Finally, I also wish to thank Edna Clarke for her continuous personal and professional support, without which this work would not have been possible.

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LIST OF ACRONYMS

B.Ed.	-	Bachelor of Education
B.E.R.A.	-	British Educational Research Association
B.S.E.	-	Block School Experience
C.A.T.E.	-	Council for the Accreditation of Teacher Education
D.E.S.	-	Department of Education and Science
D.F.E.	-	Department for Education
F.P.D.	-	Further Professional Development
I.N.S.E.T.	-	In-Service Education and Training
I.T.E.	-	Initial Teacher Education
I.T.T.	-	Initial Teacher Training
N.Q.T.	-	Newly Qualified Teacher
O.F.S.T.E.D.	-	Office for Standards in Education
P.G.C.E.	-	Post Graduate Certificate of Education
P.I.T.T.	-	Primary Initial Teacher Training
S.E.N.	-	Special Educational Needs

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ABSTRACT

There is a paucity of post-National Curriculum research focusing on that transitional period between the completion of Initial Teacher Training and the commencement of full time teaching in school. It seems likely that the present study is unique in studying the perceptions of teaching held by people 'on the edge' of a teaching career. In this study these are Newly Qualified Teachers (N.Q.T.s) who have just completed a Post-Graduate Certificate in Education (Primary) and have been appointed to, but have yet to take up, teaching appointments.

The study, lying at the intersection of phenomenology and symbolic interactionism, illuminates the perceptions of eight N.Q.T.s, obtained via interviews and supported by documentary evidence, gathered from a total cohort of eighty students. A complementary perspective adopted in the study is that of hermeneutics.

Three themes emerged from a systemic network analysis of the data: first, 'Personal and Professional Issues', second, 'A Mentoring Culture' and third, 'Expansion and Intensification'. These themes are explored in relation to the continuous professional development needs of teachers, including a consideration of the reconceptualization of 'Professionalism' and 'Mentoring', and the concepts of 'Expansion and Intensification'.

The training institution in which the P.G.C.E. students undertook their initial training is committed to the idea of a process of continuous professional development in teacher education. Judged by the views of the respondents, the institution appears to have been successful in preparing students in terms of a) pedagogical and classroom skills, and b) a predisposition towards extending their professionalism. The critique of the theory of continuous professional development assumes a gradual induction into classroom teaching, however, the findings regarding the proliferation of both intensification and expansion during the first year of teaching, suggest this not to be the case. The interviewees anticipated and accepted both 'expansion' and 'intensification' within their induction year, and expected that they would receive the support of 'mentoring cultures' within the schools.

The study considers the implications for policy regarding teacher development and induction, including the need to examine both the entitlement and the responsibilities of Newly Qualified Teachers as they join a demanding profession. The final chapter outlines clear recommendations, in the form of proposals, regarding 1.Initial Teacher Training, 2.Induction and 3.Continuous Professional Development. The proposals aim to inform those involved in Teacher Education and to call for the clarification of the place of induction in the cycle of continuous professional development. Such clarification is currently lacking in relation to those N.Q.T.s 'on the edge' of joining the teaching profession.

CHAPTER ONE.

THE PROBLEM AND ITS CONTEXT.

'It is because you don't understand that you carry on.....it is only mystery which keeps things alive'.

'Astonishing the Gods'; Ben Okri. (1994)

Part One. The Problem.

GENERAL INTRODUCTION

The aim of this study is to document students' perceptions of their preparation for teaching and associated professional issues at the point at which they emerge from having successfully completed a one year Post Graduate Certificate in Education Course, but have not yet entered employment. Previous studies, (Nias, 1989; Winstanley, 1992; Bennett and Carré, 1993; Tickle, 1994; and Bramald, Hardman and Leat, 1995) have noted the developmental aspects of teacher training and induction, but there appears a paucity of research which has focused specifically on the period of transition from student into teacher, particularly upon the transition from student into teacher following completion of a Post Graduate Certificate in Education Initial Teacher Training (Primary) programme. Both the transition and the stage of development reached at the end of an Initial Teacher Training course are critical, first in enabling students to enter the job market and gain positions in schools, and second, as a spring board for their subsequent professional development.

The work highlights the perceptions of a sample of Newly Qualified Teachers (N.Q.T.s), regarding their preparation for teaching and associated professional issues, at a key period as they enter the job market. It focuses upon three emergent themes: firstly, 'Personal and Professional Issues', with an emphasis on 'self expectation'; secondly, the anticipation of joining 'A Mentoring Culture' within the schools; and finally, the related themes of 'Expansion and Intensification'.

The study is qualitative in orientation and lies at the intersection of phenomenology and symbolic interaction.

Phenomenology explores the subjective nature of experience and how individual perceptions are shaped, whilst symbolic interactionism focuses upon how individuals interact within various contexts and how such interactions affect their understanding.

The inquiry was stimulated by the recommendations of the Leverhulme Primary Project, a three year study providing independent evidence in relation to the P.G.C.E. primary training route, which is reported in Bennett and Carré's book, 'Learning to Teach' (1993). The Leverhulme Primary Project focused upon course content and student learning. The work was ambitious and informative, but still left questions unanswered, especially in relation to the perceptions of students at the critical time before beginning their careers as Newly Qualified Teachers.

Underpinning the work is the criticism of Bennett and Carré, in their introduction to 'Learning to Teach' (1993, frontispiece), that:-

There is, however, very little recent empirical evidence about what actually happens on teacher training courses.

The aim of this inquiry lies not in the testing of an a priori hypothesis, but rather in an attempt to address Bennett and Carré's concern by designing an investigation which would allow for the generation of 'recent empirical evidence' to illuminate the perceptions of Newly Qualified Teachers, in order to elucidate 'what actually happens' following completion of the course. Such an inquiry is timely in being at a point when those involved in Initial Teacher Training are preparing course revisions in order to meet the criteria set out in Circular 14/93 (D.F.E., 1993) regarding the training of Primary Teachers.

Initial pilot interviews established three directions for the investigation: first, student concerns, second, student expectations and third, course issues. These formed the basis for semi-structured interviews. In the light of the analysis of the responses of the interviewees these initial directions for the inquiry gave rise to four key emergent themes. First, 'Personal and Professional Issues', second, 'A Mentoring Culture', third, 'Expansion and Intensification', and fourth, 'Course Issues'. As the work progressed the need to focus became ever evident. The chosen areas to focus upon were the first three themes outlined above. These themes were viewed as being

interrelated and of particular relevance to the continuous professional development of newly qualified teachers.

The main data were gathered from semi-structured interviews with a ten per cent sample of a Post Graduate Certificate in Education group of students, who had successfully completed their training and obtained, but not taken up, teaching positions. Additional data sources used to corroborate the interview findings, included course documentation, formal evaluation sheets, and questionnaires. Analysis was undertaken using progressive focusing, cross subject checks and Systemic Network Analysis. The interview data were subjected to analysis by the researcher and two 'critical friends'.

The time frame for the research was limited in that the design required that the student sample should have successfully completed a Post Graduate Certificate of Education Course (Primary) and have been offered teaching posts in schools as newly qualified teachers. The respondents were 'On The Edge' of their chosen career and, as such, in a 'Janus' like position, and thus were able to consider both their previous preparation and training, and their future concerns and expectations.

The findings are tentative in nature and raise issues regarding the preparation of students as they enter the teaching profession, and the role and responsibility of both the schools and the newly qualified teacher during the Induction period. The work adds to the ever growing literature regarding the continuous professional development of teachers.

Chapter Seven affords a summation of the relevant issues, considering the implications of the work and offering recommendations regarding future policy initiatives for both I.T.T. and the continuous professional development of teachers.

IDENTIFICATION OF THE PROBLEM

The reform of Initial Teacher Training has been on the political agenda throughout the 1990's, culminating in the establishment of the Teacher Training Agency in 1994, and the statutory requirement for all Primary Initial Teacher Training courses to meet the criteria set out in Circular 14/93 by September 1996. Future courses will need to be developed taking into account the requirements of Circular 14/93, as well as issues identified during the

implementation of Institutional Quality Assurance Procedures, such as monitoring and evaluation.

One major challenge for course design in the future will be the emphasis upon a competency based approach leading to specific learning outcomes on the completion of an Initial Teacher Training programme. This emphasis upon the exit competences, and related learning outcomes of newly qualified primary teachers, will necessitate those involved in Initial Teacher Training considering the interface between completion of an Initial Teacher Training programme and the start of a career in teaching in the schools.

Despite the publication of numerous government discussion documents, and much rhetoric on the part of interested parties, it appears that there is a paucity of empirical research evidence which would allow those involved in the Initial Teacher Training of primary teachers to make informed decisions regarding the continuous professional development of teachers in relation to this key period of transition from initial training to induction into the profession. This paucity of research evidence is a problem for both the educationalist and politician alike, and gives rise to a multiplicity of questions: for example, 'What is the role of Induction within the process of Continuous Professional Development?' 'How do the schools and the N.Q.T.s view initial induction?', and, 'Is policy in place which articulates the status and responsibilities of N.Q.T.s?'

The inquiry, as it considers the substantive problems of the transition from students into teachers and the implications for the Initial Training and the Continuous Professional Development of teachers, will help address Bennett's (1993) statement in 'Learning to Teach', that educators must be 'as reflective of our own practice as we expect teachers to be of theirs'.

The work has two interrelated purposes. The first is to articulate the perceptions of newly qualified teachers following the completion of their training and the second is to consider the implications of the findings, specifically in relation to professional development. Such implications will be relevant to those involved in both Initial Teacher Training and Induction, as they consider future course developments and student need. Both purposes are viewed in relation to the Continuous Professional Development of teachers.

An issue, from the outset of the work, has been to adopt a substantive theory which would offer a framework for the work in hand. Elliott's (1993) perspective on teacher development, has been a useful focus, enabling the findings to be viewed in relation to the different philosophical assumptions evident in the current *mélange* of approaches to Initial Teacher Training. Elliott (1993) offers three perspectives on teacher development: first, the 'Platonic or Rationalist view'; second, 'the 'Social-Market view'; and third, the 'Hermeneutic or Practical Science view'. Elliott supports a process oriented approach to teacher development, and suggests that the 'Hermeneutic or Practical Science View' should be adopted in future course and further professional developments. However, Hargreaves (1993) considers a more 'content' based approach, linking development to clear and progressive stages of development. Both Elliott's and Hargreaves' perspectives on teacher development have been considered in relation to the perceptions of the interviewees.

It is recognised that the methods of enquiry, ways of presenting the findings and the analysis are eclectic, pragmatic and readily accessible to those involved in Initial Teacher Training. Where appropriate, discipline-based research has been used to illuminate the findings.

FOCUS OF THE STUDY

The decision to focus the inquiry upon a particular course, was made following the publication of the Leverhulme Project, 'Learning to Teach', Bennett and Carré (1993) and the findings of an unpublished Ph.D. thesis, Winstanley (1992), both focusing on the development of student teachers.

The Leverhulme Project allowed for the recording of much generalizable evidence, whilst the Winstanley survey, which focused upon one Primary, B.Ed. course, offered insights which could inform the future course development of a specific undergraduate course.

The following work considers the interview responses of 'exit' students undertaking a Post Graduate Certificate Course. The term 'exit' students restricts the sample to those participants who have undertaken a P.G.C.E. Course but have not yet begun a teaching career. Such specificity in relation to sample choice is informed by the work of Winstanley (1992) which outlines the developmental

nature of the transition from students to newly qualified teachers and thence to established class teachers. The transition from college (student) to work (teacher) is viewed as a critical period. The developmental aspects of Winstanley's work are reflected in Bennett's (1993) analysis of learning to teach which states that:-

There are many references in the literature which equate learning to teach with going on a never-ending journey.
(Bennett and Carré, 1993, p.191)

Whilst recognising the developmental nature of the transition from student to class teacher, it becomes apparent that for the purpose of designing teacher training courses and induction programmes, the stage of development the student has reached at the end of the course is critical. The design of the work, which focuses upon this critical period in teacher development, as N.Q.T.s emerge from an I.T.T. programme and begin their teaching careers in school, will permit insights into one stage of Bennett's 'never-ending journey'.

The work is timely. The mid 1990's is a key period for teacher educators as they prepare for the implementation of Circular 14/93, by September, 1996. Also the ever changing cultural and societal context of education, and the populist issues of the 'back to basics' lobby of the New Right, has moved the debate about teacher training from concerns regarding methodology, theory and practice, and even competences, towards a more fundamental consideration of cultural values.

With the exception of the Leverhulme Project, previous studies of newly qualified teachers' perspectives have been mostly concerned with the Secondary area, (Tickle, 1994) or have been undertaken prior to the implementation of the post-Dearing modifications to the National Curriculum (Wilkin and Sankey, 1994; Winstanley, 1992; Nias, 1989).

Tickle's (1994) work, although considering mainly secondary N.Q.T.s, has been formative in offering lines of comparison for the current study. His work has also offered a useful detailed analysis of the policy implications concerning the induction phase of teacher education.

The Newly Qualified Teachers involved in the study were interviewed prior to the publication of the Dearing Report; as such, they were 'on the edge' of entering a profession which was about to implement the post Dearing modifications to the National Curriculum.

LIMITATIONS OF THE STUDY

The work is submitted in part fulfilment of the Doctor of Education Programme validated by Bristol University. As such the word limit necessitates a succinct and focused perspective, whilst retaining the rigour and synthesis of Doctoral level work.

It has been necessary to amend, select and reorganise the work considerably, both as a result of the exponential nature of qualitative work and as a direct result of the word limit.

Whilst acknowledging that the analysis of the findings could yield different interpretations and emphases in the hands of a different researcher, the writer justifies choices made within the main body of the text and takes full responsibility for the selection of material.

It should be noted from the outset that the main thesis of the inquiry is to illuminate one period of continuous professional development, i.e. the period of student transition from training to work, whilst considering the implications for those involved in both Initial Teacher Training and Induction. The emergent themes have been developed with these perspectives to the fore.

Part Two. The Context.

'Times Change and We Change with them,'
attributed to the Emperor Lothar I (795-855)

THE IMPORTANCE OF CONTEXTS

The importance of both the context and relevant contextual factors within any inquiry is stated by Bell and Newby, in Burgess (1984), as they urge researchers to consider the 'institutional' setting of their research:-

Some account of the institutional setting of your research...be it university research unit, or the whole complex of problems associated with being a research student or assistant. (p.6)

Atkinson, in Burgess (1984), highlights the problem of 'tunnel vision' by researchers who fail to:-

...generate analytical insights by the systematic and comparative inspection of diverse contexts. (p.166)

The following paragraphs consider the various contexts which affect the work in hand.

NATIONAL CONTEXT- THE CHALLENGE

The Secretary of State for Education and Science reiterated in his speech at the North of England Education Conference on January 4th, 1992, his words of the previous year:-

We must ensure that our teachers are trained and supported to have the skills and knowledge to meet the demands placed on them.

He continued to note that:-

It is vital that a young teacher, like any other professional starting on a career with responsibilities for people, should have the competence to do his or her job effectively - right from the very first term.

Such words set a challenge for those involved in Initial Teacher Training.

Tickle (1994) undertook an extensive review of policy on teacher induction, concluding that:-

..... provision was patchy across England and Wales, as well as within localities and even within schools, depending on the individual schools or departments in which teachers were employed. (Tickle, 1994, p.1)

There has been a plethora of white papers relating to teacher preparation and development. 'The New Teacher in School', D.E.S. (1982) and the follow up survey under the same title in 1988, stated the need to improve teacher education. 'Teacher Quality', D.E.S. (1983) focused on supply, demand and salary scales as well as Initial Teacher Training and development, which were viewed as 'important issues both to the Government and to the Nation' (para. 1). 'Better Schools', D.E.S. (1985), outlined the economic importance of improved educational standards, including 'quality' in teaching. It noted the need to '.....support and encourage professional development at all stages of the individual's teaching career.' (para 178.) Tickle states that despite Government policy initiatives on teacher education, '.....the question of induction into teaching has been given scant mention' (p.26).

Following the speech of Secretary of State for Education and Science in January of 1992, the Council for the Accreditation of Teacher Education was replaced by the Teacher Training Agency, established in 1994. This agency set specific challenges for those involved in Initial Teacher Training. In summary the reforms outlined by the recommendations in the Government Guidelines for Initial Teacher Training, Circular 14/93, and the newly created Teacher Training Agency, include the following features:-

*Increased partnership with schools (including transfer of resources from the I.T.T. Institution to the schools).

*Development of the role of the school mentor (tied in with the transfer of resources).

*I.T.T. courses to be competency based, with a specific focus on intended learning outcomes.

*Institutional rather than Course Accreditation (to be reviewed periodically, possibly every four years).

It is within this national context that institutions must review and revalidate courses to meet the T.T.A. criteria for all I.T.T. courses to commence in September, 1996 and thereafter.

INSTITUTIONAL CONTEXT - THE RESPONSE

Background information on the Institution's responses to the Government Guidelines for Initial Teacher Training, Circular 14/93.

The fieldwork for the study was undertaken at a time when the Institution at which the students had undertaken a P.G.C.E. training was in a period of change as it attempted to meet the requirements of the Teacher Training Agency. The institution was also attempting to rationalise several discrete routes for initial teacher training, (i.e. a 4 Year B.Ed Course, a 2 Year School-Based Course and a 1 Year, Post-Graduate Course), by designing one Primary Programme for I.T.T. which would incorporate three year, two year and one year initial training courses.

The following synopsis addresses the Institution's responses to Circular 14/93, in relation to the Post-Graduate Course, as of January, 1995, when the Post-Graduate Certificate of Education (Primary) Course was validated as a discrete course.

The PGCE Certificate, validated by 'X' University, was taught at 'Y' College of Education since the 1970's. During that time the course was reviewed and modified to meet the demands of the Department for Education (previously D.E.S.) and of the changing priorities in schools. Each year modifications were made to the course, in line with both Governmental and C.A.T.E. (Council for the Accreditation of Teacher Education) directives, culminating in responses to the Government Guidelines for Initial Teacher Training, Circular 14/93 which pays particular attention to a)the enhancement of existing 'school-based' approaches and b)the introduction or development of competence-based learning.

Detailed evaluations and feedback from Course Committees with Practitioner and Student Representatives, as well as Annual Reports from both the Course Leader and External Examiners in line with Quality Assurance Practices, were used to inform Course Developments.

The course undertaken by the students in this study, was last modified in September 1993. Such modifications included the following four areas identified in the Draft Circular June 1993, 'The Initial Training of Primary School Teachers: New Criteria for Course Approval':-

- **Increased partnership with schools.**

The course had already undertaken to increase partnership with schools. Partnership relationships were based mainly on school experience placements, in-service courses, research, school representative memberships of curriculum working groups and involvement with national and regional initiatives, e.g. The Primary Initial Teacher Training Group (P.I.T.T.). Such partnership played an important role in the delivery of the P.G.C.E. course.

The use of 'Core' P.G.C.E. Schools, i.e. approx. 56 schools which annually took students from the P.G.C.E cohort, enhanced the continuity and delivery of the course. The Core Schools involvement included the schools becoming more responsible for the support and assessment of students on placement; the involvement of Headteachers in the student interview and selection process; the memberships of teachers on course committees and revalidation steering groups; teachers' input to course design and delivery of course modules; consultation with schools on placement visits; and the sharing of knowledge, expertise and resources.

Linked to the increased partnership with schools was the requirement of increased contact hours. During 1991 the course duration had been 35 weeks. This had been increased to the required 38 weeks by 1994, which included 18 weeks of school practice.

- **The Role of the Mentor**

Although the Institution had been involved in the training of mentors from the mid eighties, the P.G.C.E. course had not had a specific requirement that core schools should have a trained mentor responsible for the training of P.G.C.E. students. However, many of

the class teachers taking students had undergone mentor training courses varying in duration from four days to a whole term.

•Competency Based Courses

The word 'competence' has become part of the nomenclature of most Initial Teacher Training Programmes, and the P.G.C.E. course had developed specific competences outlined in a Professional Development Profile. Every student completed a Professional Development Profile.

In order to fulfil the required contact time for each of the three core curriculum areas specified in Circular 14/93, school-based tasks were developed in English, Mathematics and Science. Also pre-course preparatory work, of approximately twenty hours duration, in each core area was set, to be complete before the start of the course.

•Additional modifications needing to be made to the course design in order to fulfil the Circular 14/93 recommendations:-

- 1) the inclusion of 150 hours of directed time in the three Core Areas of Maths, Science and English;
- 2) the negotiation of the transfer of funding to schools;
- 3) the focusing upon 'learning outcomes' and 'exit learning outcomes' linked to the competences outlined in the Professional Development Profile.

THE STUDENT CONTEXT

The context can also be viewed in relation to the characteristics of the student body. When considering the characteristics of the Post-Graduate Student the Institution recognised certain assumptions. Such assumptions were included in the 1994 P.G.C.E. Course Review and can be seen in Appendix One.

CONTEXTUAL SYNOPSIS

Within these changing national and institutional contexts, initial teacher training courses are being reviewed. It is anticipated that by considering a particular course involved in initial teacher training, namely a P.G.C.E. (Primary) course, and by focusing specifically upon the perceptions of students following completion of the course, the findings will inform those involved in Initial Teacher Training and

Induction, regarding the key period in the continuous professional development of teachers, as they make the transition from initial training to the world of work.

CHAPTER TWO.

A REVIEW OF THE LITERATURE.

'The more alternatives, the more difficult the choice.'
Abbe D'Allainval

Part One of this chapter considers the general literature on Teacher Education, whilst Part Two discusses key works which have influenced the design and scope of the study. Finally, Part Three offers a listing of the key works in each of the three emergent themes.

Part One. Teacher Education.

There is a vast literature on teacher development. The following is a short review of the relevant literature which provides a context for the work in hand.

The range and scope of the literature on teacher development is extensive, drawing from the disciplines of psychology, sociology, educational administration and management, history and political theory. Superimposed upon a discipline-based literature is the proliferation of Government discussion papers, which inform and at times prevent a clear understanding of the nature of Teacher Education and Development in general and Initial Teacher Training in particular.

From the announcement which heralded the move towards direct Government intervention in Education, that is James Callaghan's 1976 speech at Ruskin College, Oxford, through a succession of White Papers, e.g. 'Teacher Quality' (1983), which established the Council for the Accreditation of Teacher Education (C.A.T.E.); 'Better Schools' (1986), which formed the basis of the curriculum and assessment legislation leading to the Education Reform Act of 1988; to the current position, with the establishment of the Teacher Training Agency and the draft circular on the Initial

Teacher Training of Primary Teachers, Circular 14/93, providing the new criteria for all courses as from September 1996, the picture emerges as one of systematically increased Government involvement in Initial Teacher Training.

Within this framework teacher educators have attempted to steer a course between Government directives, tinged by ideological assumptions, and the pedagogical imperatives associated with teacher training and development, based on research findings and exemplified in the literature.

Contradictory perspectives on teacher development have emerged during the last twenty years. Such contradictory perspectives include the theory-practice arguments (Fullan, 1985), the arguments concerning the acquisition of knowledge (Regan, 1993) and those considering the benefits of generalist or specialist trained primary teacher. Elliott (1993) identified three differing philosophical perspectives on teacher education and development, which offer a clarification of the underlying philosophical assumptions inherent in the various visions of teacher development. First, there is 'The Platonic or Rationalist View', which views teaching as a rational-autonomous activity based upon theoretical understandings. This view emphasises the importance of theory in the initial stages of training, giving priority to the development of theoretical understanding and their practical applications. Its aim is to develop the teacher as a rationally-autonomous professional. Secondly, there is 'The Social Market View - as a Production and Consumption System', which views the outcomes of education as being quantifiable, linked to competences and learning outcomes. Such a view construes teaching as having clearly pre-specified products and from this perspective teacher preparation is seen as training rather than education. Hargreaves (1990) has done much to outline the advantages and disadvantages associated with this perspective. Thirdly, there is 'The Hermeneutic View of Teacher Education as a Practical Science', based upon the ideas associated with action research programmes and the work of Schon, which views the teacher as a reflective practitioner. This view sees teaching as a 'complex, ambiguous and unpredictable' activity, in which

'situational understanding' is the key principle as the teachers make sense of their experiences through reflection on action and reflection in action. It recognises theory but only as a part of situational understanding, which is viewed as 'a grasp of a concrete situation as a total entity' (Elliott, 1993, p.18). The findings of the current study suggest that the N.Q.T.s are exhibiting an approach to their teaching role which is in accordance with Elliott's 'practical science' approach but which uses the criteria or competence model associated with his 'social market perspective' as a basis for evaluation and subsequent confidence building.

Carr (1992) outlined the dangers associated with a focus relying upon the 'technical' social market perspective as he noted:-

Herein lies the real danger of mistaking the discourse of so-called educational theory for technical rather than moral discourse. The technical mentality is all too often the servile mentality; waiting to be told what to do by others is a handy excuse for abdicating ultimate responsibility for our own personal and professional lives. (Carr, 1992, p.250)

Alongside these different philosophical perspectives are the concerns related to teacher development in general and newly qualified teacher induction programmes in particular. Such concerns cover the role of induction, reflection and appraisal. Other practical issues include the skills of classroom organization and management, the development of a model of the teacher and latterly, the emphasis on competence based learning with 'exit' criteria for I.T.T. courses based upon learning outcomes, which are in line with Elliott's 'social market' perspective. Whitty and Wilmott (1991) recognise the problem that such competence based approaches are, as yet, unproven and that such approaches, by shifting the emphasis from process to outcome, may limit understanding and subsequent development.

The arguments concerning the professional development of teachers have been considered by both Elliott (1993) and Hargreaves (1990). Hargreaves's model of professional development is based

upon incremental learning through a progression of competences or components, whereas Elliott views the process as much more organic and messy, whereby the development is predicated upon the individual being able to respond reflectively and holistically to the ever changing situation of teaching, and where the individual is a 'practical scientist'. The former model is in line with the 'social market perspective', whilst the latter emanates from the 'hermeneutic or practical science' perspective. Both models have profound implications for the preparation of teachers. If Hargreaves's compartmentalised model is adopted, then, the course content for those involved in I.T.T. becomes incrementally oriented with an emphasis on quantifiable competences and learning outcomes, whereas the skills needed to become a 'practical scientist' are more diffuse and would necessitate the creation of courses which were not goal oriented, but which were organised around situational explorations of experiential learning. At the heart of the debate lies the tension between Hargreaves's model of professional development which stresses the content of learning and Elliott's vision of professional development which emphasises the process of professional learning. Both models are considered in relation to the responses of the N.Q.T.s in the current study.

The status of teacher training is in a period of change, as it becomes gradually uncoupled from Higher Education. Those currently involved in the training of new teachers, both in schools and in the Higher Education establishments, attempt to steer a route through the differing philosophical perspectives and practical considerations, as they design and implement courses in line with the new criteria for courses, contained in Circular 14/93. The adoption of the terms Initial Teacher Training, rather than Initial Teacher Education, by the newly created Teacher Training Agency, coupled with the emphasis on a competency base approach to learning to teach and the importance of accountability with its associated 'measures', all lead towards a technocratic approach to teacher development, which lies within Elliott's social market perspective. Beyer (1991, p.207) notes that one of the apparent aims of current educational reform is that teachers should become 'technicians or managers following the

directives of others rather than morally engaged people'. Hoyle and John (1995), as they discuss the trends towards "de-professionalization" or the "professional regeneration" of the teaching profession, note the diverse challenges facing newly qualified teachers entering the profession:-

Becoming a teacher, as research has indicated, is cognitively, affectively and physically challenging.
(p.159)

The status of teaching and teacher education is an area for pregnant discussion. A response to these issues and a consideration of the role of personal and professional development in the experience of teaching is discussed later in the work.

Within this context, those involved in teacher development attempt to sift through the philosophical and ideological rhetoric, to identify a practical, scientific and technological framework based upon research evidence, which will inform future course developments. The requirements of Circular 14/93 also necessitate an integration of the 'social market' ideology of current T.T.A. and Government directives, with the traditional 'rational' and 'practical' perspectives on teacher education and development. As Hoyle and John (1995) state:-

New entrants are now being socialized into a professional community that is increasingly coming under the dictates of central government. What effects such pressures will have on the new generation of teachers is hard to gauge, but they are unlikely to view teaching in terms of an extension of their professional autonomy and judgement.
(p.160)

The previous paragraphs have outlined the areas which impinge upon the current study, however, the scope of a qualitative study involves themes emerging during analysis, which will necessitate revisiting the literature periodically. For this reason the relevant literature shall be considered at appropriate junctures throughout the work. Such an approach allows for direct

comparisons with other studies to be made and reinforces the iterative nature of qualitative inquiry.

The literature which has specifically informed the range and scope of this inquiry is discussed in the next section, Part Two. Part Three outlines the key works relating to the three emergent themes. These works are further discussed in relation to the themes in Chapter Four 'Personal and Professional Issues', Chapter Five 'A Mentoring Culture' and Chapter Six 'Intensification and Expansion'.

Part Two. Key Works Which Have Influenced The Design And Scope Of The Study.

One major work, reporting first time evidence of how teachers develop and what 'actually happened' during P.G.C.E. courses is 'Learning To Teach', by Bennett and Carré (1993). The book is informative, covering many aspects of both the subject and pedagogical curriculum for Initial Teacher preparation, whilst affording insights into the first year of Qualified Teacher Status. The three year study, funded by the Leverhulme Foundation, provides independent evidence covering such areas as course design, the role of knowledge and beliefs in teaching performance, the theory practice argument, the respective roles of those parties involved in I.T.T., highlighted by specific case studies. The data were collected by field workers and research assistants, with referral to consultants as and when appropriate.

The work does much to illuminate the issues relating to course provision, but it leaves unaddressed as many questions as it answers. One specific question remaining unanswered relates to the perceptions of students at the key period in their professional career, when they have completed Initial Teacher Training and are about to move into the world of work in schools.

Whilst the Bennett and Carré work affords a wide ranging, inter-disciplinary approach to researching I.T.T., the work of Winstanley (1992) adopts a more focused perspective. She considers the development of Bachelor of Education students as they move from their four year training course into the first four years of teaching. The case study approach adopted outlines the individual development of the students, and discusses the advantages and disadvantages of the various aspects of their training in relation to such development. Both studies inform the reader interested in I.T.T. and add to the body of research knowledge.

The work of Bramald, Hardman and Leat (1995) stresses that any inquiry into teacher training should consider the selection of

students and questions regarding the student perceptions of their training and preparation. They note that courses are not homogeneous and that:-

.....there are important differences both between and within courses which may explain the seeming lack of impact described in earlier studies. (p.30)

The creation of a body of knowledge based upon empirical evidence from a variety of courses and from a variety of periods during teacher development is one way to consider the area of teacher education. The stance chosen by this study is to consider the perceptions which those engaged in the training bring to their development. A major work concerned with the perceptions of teachers is the study of teaching as work by Nias (1989). This study explores and explains teachers' professional experience, *in relation to* their subjective perceptions and considers questions regarding teacher motivation and morale within the profession.

The current work attempts to integrate the specificity of Winstanley's work, coupled with the search for both course and subject knowledge as expounded by the Bennett and Carré studies. The work also acknowledges the value of the teacher being at the heart of the learning experience, as evident in the Nias (1989) work. It focuses on the perceptions of N.Q.T.s who have undertaken a specific P.G.C.E. (Primary) course at the critical time following successful completion of initial training, but before they take up positions in school.

Following the design, data collection and analysis phases of this study, but before the final writing, Tickle's (1994) study of the induction of new teachers was published. This work was timely in so far as many of the observations made were congruent with the present study, especially in stressing the importance of the 'self' or the 'individual' as aspects of teacher's development and the integration of both professional and personal growth. In his introduction to Tickle's (1994) study David Hargreaves writes:-

The quality, range and flexibility of teachers' classroom work are closely tied up with their professional growth - with the way that they develop as people and as professionals.....Teachers teach in the way they do not just because of the skills they have or have not learned. The ways they teach are also grounded in their backgrounds, their biographies, in the kinds of teachers they have become. (p. vii)

A similarity between Tickle's work and the work in hand has been the influence of Elliott's perspectives on teacher training. Tickle's work, supported by his assumptions regarding a)the importance of a reflective stance in teacher training and b)an action research based orientation to teacher development, considered both primary and secondary N.Q.T.s, and offered a comprehensive analysis of policy in relation to teacher training and development.

Another aspect of Tickle's work which is interesting in relation to the methodological issues outlined in the current work, especially in relation to the desire of the researcher to adopt a reflective stance as she moves through the material, has been the intertwining of the author's personal, introspective and reflective stance throughout the book. Tickle makes *explicit his own predispositions and his changing perspectives* as he engages in the action research project with newly qualified teachers during their induction year. His work affords a rich amalgam of personal insight, clear analysis and creative observations based upon empirical evidence. The word limit of the current study does not allow for such an all encompassing hermeneutic perspective, and the area of the researcher's personal insights has had to be limited, although brief references to the research diary are included.

'Hermeneutics consists in the end in the individually, socially-situated, sociologist or historian understanding the existential meanings, symbols and expressions and values of another culture and its inhabitants and simultaneously aware of his own historical consciousness and its role in the process'. (Wolff, 1975, p.132)

The Literature Review highlighted the numerous gaps in the knowledge regarding the development of new teachers, whilst the time frame of the research encompassed a period when the debate regarding the nature of teacher preparation and development in Britain increased substantially.

The aforementioned texts have been formative in relation to the overall design and scope of the current work, whilst the following list of key works relates specifically to the emergent themes identified following the analysis phase of the study.

Part Three. A Listing Of Key Works In Relation To The Emergent Themes.

(in alphabetical order)

In addition to the literature previously cited the following works have been influential:

Chapter 4. Personal and Professional Issues.

Burbles and Densmore, (1991). Darling-Hammond, (1989). Diamond (1991). Freidson, (1983). Hargreaves, (1994)(a). Hoyle, (1974.) Hoyle and John, (1995). Lortie, (1975). Nias, (1989). Tickle, (1994).

Chapter 5. A Mentoring Culture.

Bennett and Carré, (1993). Booth, (1993). Cant and Spackman, (1985). Claxton, (1993). Diamond, (1991). Fuller, (1970). Lawrence, (1971 & 1985). McIntyre, (1993). Rogers, (1969). Shaw in Wilkin, (1992). Tickle, (1994).

Chapter 6. Expansion and Intensification.

Apple, M. (1989). Burbles and Densmore, (1991). Hargreaves, (1994).(a) and (b). Elliott, (1993). Osborn and Black, (1994). Pollard et al, (1994).

The Literature searches were terminated on 31st. July, 1995.

CHAPTER THREE. METHODOLOGY.

.....'On a huge hill,
Cragged and steep, Truth stands, and he that will
Reach her, about must, and about must go.'
John Donne

Part One. The Methodological Background.

The inquiry has been undertaken with specific methodological perspectives underpinning the work. The following paragraphs outline the issues which have affected the design of the study.

QUALITATIVE RESEARCH AND THE SOCIAL SCIENCES

The evolving complexity of theoretical and methodological considerations within the social sciences has been well documented (Anderson et al, 1986; Medawar, 1984).

Recent papers have illuminated two factors which are of particular importance to the social science researcher in the 1990s and which are relevant to the current inquiry. The first factor is the notion of 'introspection'. Introspection is a perspective upon research activity which suggests that consideration of the researcher's psychological or theoretical predispositions, or frames, should be part of the research process. The second factor is related to the first, and that is the construction and reconstruction of a 'social reality', or a vision of a social reality, which acknowledges that the researcher is a key player in the manipulation of the research process.

INTROSPECTION AND SOCIAL REALITY

Recent developments in research methodology indicate that 'methodology' involves a consideration of research design, data

collection, data analysis and theorising, together with the social, ethical and political concerns of the social researcher (Burgess, 1984; Walford, 1991). In short, research in the area of social sciences may be viewed as a social process in which the researcher plays a key role.

Accordingly, questions now need to be raised about the actual problems that confront researchers in the course of their investigations, and some consideration needs to be given to the ways in which techniques, theories and processes are developed by the researcher in relation to the experience of collecting, analysing and reporting data.

The psychological predispositions or 'frames' (assumptions, perceptions and knowledge) that the researcher brings to the process will affect the outcomes. The idea of psychological predisposition has been noted by Stenhouse (1982), who wrote of the bias in 'teachers as researchers' where the justification of actions was affected by individual vested interests. This is an area which is largely uninvestigated, despite the move towards the adoption of researcher biographies. The act of 'knowing' lies at the centre of the issue. The researcher brings a range of assumptions to the research process:-

...research is infused with assumptions about the social world and is influenced by the researcher. (Burgess, 1984, p.2)

If the researcher accepts the notion of psychological predispositions, then it may be argued that the research process should include, at best, an examination and, at least, a recognition of the assumptions and knowledge that she brings to the inquiry. Such an examination may be deemed as an introspective act. Tickle's (1994) work is an excellent example of such introspection.

Introspection develops the notion of Schon's reflective practitioner (1983) to include self awareness in relation to psychological predispositions and theoretical preferences within specific disciplines which will affect 'knowing'. Mannheim (in Brown et al., 1989, p.319) considers that knowledge 'is only knowledge in relation to some observer standpoint'. Gouldner, again in Brown et al.

(1989), states that the researcher must be aware of her own standpoint and of her involvement in the situation. Walford (1991) supports the generally accepted thesis that scientific facts are not discovered but are socially constructed. However he notes that often the:-

...social dimension of research is omitted and the process is presented as a cold analytical practice. (Walford, 1991, p.2)

Reynolds, in Walford (1991), highlights one of the problems of the communication of knowledge across different disciplines, where the researchers afford different conceptual frameworks:-

.....the egos which were necessarily possessed by those who played the scientific heroes voyaging in uncharted waters are now perhaps the biggest block upon further intellectual development since the range of temperaments and characters that now produce a degree of success in one scientific field may be very unsuited for generating success in another. (Reynolds, in Walford, 1991, p.208)

Zuber-Skerritt (1988, p.64) suggests that individual views of research can be construed and negotiated among members of different disciplines, and with different conceptual maps, using Kelly's repertory grid techniques as 'tools to elicit a person's theories to the world'. He notes that Kelly's view of a person is that of a 'personal scientist' who construes reality 'in a personally unique way'.

Within these differing psychological and theoretical perspectives the social science researcher attempts to illuminate a slice of activity by the adoption of theoretical frameworks, or paradigms, and by the analysis of the process itself. The role of the researcher, as an introspective practitioner within that process, is in keeping with the hermeneutic orientation of the current work.

But what of Social Reality?

The Kuhnian view, in Anderson, et al. (1986), is that the creation of paradigms will encourage the discovery of more 'truth' in what we see. It is not the purpose of this inquiry to discuss the notion of what constitutes 'truth', but rather to consider the processes and players involved in the creation of social realities.

Kuhn acknowledges that by the formulation of an hypothesis, which may contain assumptions, the creators are psychologically predisposed to the idea of wanting to endorse its truth. Thus, even within Kuhn's philosophy, the part played by the researcher's psychological predisposition is highlighted.

Within the context of qualitative inquiry, 'knowing' changes as the inquiry progresses, and as the researcher shifts focus, giving rise to different realities. 'Knowing' may become crystallized at a point in time, but not for all time. It can also be argued that 'knowing' is filtered by the researcher's previous psychological predispositions in relation to their 'understandings' or 'frames'. Such 'knowing' is affected by a variety of both internal (frames) and external (contexts) factors:-

There is a principle of variety at work here. Only by cultivating variety, not only among social scientists but also within us, can we be mentally prepared to reflect or construct variety around us. To believe that we, singly or combined, have enough variety to comprehend our surroundings fully is arrogance, to reduce space down to our own level is repression, to homogenise ourselves even further is collective suicide. (Galtung, in Oyen, 1990, p.111)

In an attempt to realise the various frames which researchers bring to the research process first person accounts of social research, that is, reports which focus on the relationship between bibliographies and research, as well as between personal, political and procedural issues, have been developed (e.g. Burgess, 1984). Such first person accounts attempt to acknowledge, through a process of introspection, the psychological predispositions or frames of the researcher.

The current work is interspersed with extracts from the research diary in order to allow the reader insights into the changing perspectives of the researcher. Also short biographies are included of each of the eight interviewees to allow the reader to 'see' the human face behind the interviews. (See Appendix Two)

The Stone can only be found when the search lies heavily on the searcher. (Koestler, 1964, p.145, giving advice for finding the Philosopher's Stone)

Sanford (1987) has shown that experience, expectation and knowledge create individual 'frames' through which individuals perceive the world. Koestler (1964) noted that individuals looked through 'lenses' or 'frames' which were tainted by 'mythological, anthropomorphic or conceptual matrices', and that it was impossible for perception and knowledge to be 'unsullied by any meaning':-

The "innocent eye" is a fiction, based on the absurd notion that what we perceive in the present can be isolated in the mind from the information of past experience. (p.366)

Dubos (1976) noted the importance of the individual in the creation of frames, conscious or unconscious:-

The various microcosms, or ecosystems, with which man deals are thus his own mental creations; indeed they derive their size and shape from the characteristics and limitations of his senses and conceptual apparatus. (p.19)

It may be argued that the adoption of a range of 'frames' increases the individual's ability to communicate. Researchers adopt different 'frames' and different combinations of 'frames'. It has been argued that the more 'frames' a researcher possesses the more effective she will be.

Hammersley, in Burgess (1984), discusses how his 'frames' changed during the course of his research:-

...these changes in my theoretical and methodological views created further serious problems for my research. (p.60)

Different 'frames' will give rise to different interpretations. Rudduck, in Burgess (1984), discusses the importance of interpretation:-

Of course, researchers will offer the best interpretation in their view - but it may not be the only reasonable interpretation; and researchers can suffer from unconscious bias fieldworkers certainly carry recollections in their mind that go beyond the data given that help them interpret the data. (p.209)

Hammersley, also in Burgess (1984), notes the complexity of qualitative research, as he states that his impetus for inquiry was a product of complex interaction between fieldwork, writing for teaching and research, as well as his personal, sociological and political interests in the field of study. He observes:-

It has been suggested that sociological analysis, which offers delights in revealing ulterior motives, gritty knowledge and secret devices, should be trained on sociologists themselves. (p.40)

He notes that the researchers themselves are 'by no means immune to the effects of interests and values' (p.41). This is discussed later in the work, where the merits of interviewing as a research strategy are examined.

Ehrenzweig (1970), like Hammersley, noted the incremental complexity of the research process:-

Creative research proceeds in steps and stages; each of them represents an interim result that cannot yet be connected with the final solution.....The creative thinker has to move and make interim decisions without being able to visualize their precise relationship with the end product. (p.63)

Given the notion that the researcher is a key figure in the research process, it became necessary to focus the analysis upon the changing perceptions of the researcher herself. These perceptions are discussed below and later in this chapter under the heading 'Positioning the Researcher'.

The Research Diary

The use of a research diary has been a productive way of allowing the researcher to articulate her changing perceptions as the work progressed. The research diary began as a simple register of the progress of the work, in which the stages were logged and the development acknowledged. However it developed into a more 'reflective' document, using metaphor to articulate the changing perceptions of the researcher. Appendix Three comprises of extracts from the Research Diary.

The metaphor of a painting and of the differences between photographic realism and impressionism were viewed as vehicles for understanding the emerging realities of the N.Q.T.s, whilst the concept of *pentimento* was a useful term in relation to the presentation of the research, where a conscious effort was made to articulate any predispositions and biases.

'*Pentimento*. When a painter changes his mind in the course of a picture and alters, say, the position of a leg, it sometimes happens that the old form will begin to show through in a ghostly way; this is a *pentimento*. It is sometimes inferred that, because there are *pentimenti* visible, a painting must be an original - since it shows the artist changing his mind.'

The Penguin Dictionary of Art and Artists, 1979, p. 336.

From a research perspective the choice between a qualitative or quantitative orientation is made in relation to their suitability in answering specific research questions (Vulliamy 1990). The 'foreshadowed problems' in this study relate to the preparation of teachers, that is the adequacy of their training and induction, their approach to continuous professional development and the relationship between the policy and practice of induction. A

qualitative approach allows for insights into the perceptions or multiple realities of N.Q.T.s in relation to the 'foreshadowed problems' outlined above. Such an approach allows for the 'reality not yet there' (Galtung in Oyen, 1990). This is a legitimate reason for the adoption of a qualitative framework.

Whilst acknowledging that qualitative and quantitative methods can sit easily side by side in the same study, (Miles and Huberman, 1994) it became apparent that there were conceptual 'cracks' appearing as the work developed. Further introspection led to the realization that the key issue of the dichotomy between qualitative and quantitative approaches in this particular study lay in the issues regarding different epistemological assumptions. A typically quantitative assumption is of the 'reality not yet there' whilst a typically qualitative assumption is of a 'socially constructed reality'. Most qualitative research assumes the existence of 'multiple realities'. How can such different epistemological standpoints be accommodated in the study? One way to consider this problem is in relation to the validity of the findings. Triangulation from a qualitative standpoint is generally linked to validity in quantitative studies. Such an approach assumes an external reality that is quantifiable. This is the problem which confronted the current work. If one accepts the notion of multiple realities then the dilemma in relation to the methodology becomes apparent.

The problem is not just one of theoretical standpoints, but one which affects the methodology of the work. One way to redress the problem was to adopt a predominately qualitative stance i.e. interviews, whilst using selected research techniques, which are usually associated with quantitative analysis, to underpin the work e.g. questionnaires and evaluations. The adoption of such an approach accommodates both a phenomenological and a symbolic interactionism perspective.

The issue of validity was addressed by the use of the term 'trustworthiness', taken from Crabtree (1992). This area shall be considered later in the text. Reliability in qualitative studies is, according to Bogdan and Bilken, (1992 p.48) '...a fit between what they (the researchers) record as data and what actually occurs in the

setting'. It may be argued this 'fit' has been achieved in the current study as the verbatim reports from the interviewees based on their experience of the course, and of the interviews they attended in order to gain positions in schools, corroborated by documentary evidence, reflects 'what actually occurs in the setting'.

The research diary was also a useful tool for logging the progress of the work, as is shown by these three brief extracts:-

Extract One (early in the work)

- Revised initial 'open' interviews.
- Established recurrent codes i.e. confidentiality, expectations and concerns.
- Looked for irregularities.
- Created an outline of themes for developing the semi-structured interviews based on the above.

Extract Two (At a midpoint in the work)

- Designed semi-structured interviews and ordered questions in line with the recommendations made by the feedback from the trial interviews.
- Trained the interviews on students.
- Ensure that confidentiality is articulated at the outset.
- Following the trials I decided to undertake the semi-structured interviews with only those students who had obtained posts in school due to the fact that those students who had not obtained posts were only concerned with discussing getting a job.
- Selected via the use of a random numerical strategy the sample of 8 students who had obtained jobs.
- Carried out analysis of pre-course experience of all students in order to see if the sample was representative of the total cohort.
- Contacted sample and undertook interviews in a venue decided by the sample in order to 'put them at ease'.

Extract Three (during analysis and following full transcriptions of interview texts).

- Used Elliott's three perspectives on teacher development as a starting point for analysis.
- Each sentence analysed - this helped me to 'get into' the scripts and to understand the language being used. Beware of 'seeing' avenues for inquiry too soon. I read and re-read the scripts. I don't think a computer programme would be helpful and I like this organic, hands on interaction with the scripts.
- Beware of overload of information, or in network analysis terms of making the networks too 'delicate'.
- Keep viewing the work conceptually and theoretically - needed to revisit the literature.
- Having undertaken the first networks using Elliott's perceptions as a starting point, I searched the resulting networks for key words/concepts. Beware of coding - it can move the work away from the original intentions. Got into a mess with too many numbers - best to keep codes as close to original intention as possible - then I can understand.
- Did partition, inclusion and clustering exercised on the data.
- Carried out numerous other networks using these key concepts then when I thought I had found a good 'fit' subjected all the eight scripts to cross site (respondent) analysis using the concepts. Four themes emerged. Inter-coder reliability.
- Gave clean transcripts to the critical friends and outlined the themes. The friends then carried out a trawl of the scripts on a sentence to sentence basis using the frame of the four themes. They added other categories and suggested refinements. The ensuing discussion gave rise to problems of classification, e.g. is a concern also an expectation? The views of the critical friends helped me to 'see' the scripts with different eyes and to question my own assumptions.

The diary is extensive and only a small portion can be included here, however, one main advantage of the diary was to articulate the various processes developed throughout the work, whilst the critical friends helped to ensure that interpretation was as close to the respondents original intentions as possible.

Definition gets sharper when two researchers code the same data set and discuss their initial difficulties. Disagreements show that the definition has to be explored or otherwise amended. (Miles and Huberman, 1984, p.60)

The above extracts from the research diary allow the reader into the messy world of the research activity. The diary acts as an aide memoire or memo which allows the researcher to capture the thought processes that occur through data collection, data reduction, data display, interpretation and the final reporting of the work.

The research diary and the field notes acted as conceptual memos jogging the researcher to look at similarities and dissimilarities in order to articulate a wider field of vision. Subjecting the work to the scrutiny of critical friends was an attempt to acknowledge any pre-conceived bias rather than to entrench the work in a position of what Miles et al. (1984, p.229) call 'consensual delusion'. The diary also caused the researcher to question the various abstractions and theories she extrapolated from the texts, making her constantly look for differing viewpoints or conceptual frameworks and necessitating her to revisit the literature in order to clarify her understanding. This can be seen in relation to the theme of 'Professionalism' where it was necessary to consider the differing positions in the literature regarding the term in order to help the researcher understand the statements offered by the interviewees at a level of abstraction which was accessible to a wider audience.

The movement between the text, the literature and the researcher was at times a turmoil of contradiction but the researcher was supported by Ehrenzweig's (1970) assumption that the act of creation is always preceded by a period of total chaos. This period of total chaos was reflected in the research diary.

"This constant 'looking' is painful. It's physically and psychologically draining. It's so easy to become seduced into looking at the similarities and to ignore differences, but unless I do consider the differences I may miss key issues. Also am I really 'seeing' the evidence or am I manipulating it? What I must do is to include the extracts from the texts in the work to ensure that I AM seeing it and to allow the reader to see it too. The fact that much of the work is a

surprise to me, necessitating further reading suggests that I am not manipulating the results - at least not at a conscious level. The hermeneutic process can be never ending."

As well as the use of a research diary another strategy which may help redress researcher bias is to offer the inquiry to the scrutiny of a community of scholars, as has been exemplified in the work of Burgess' Case Studies of Educational Issues (1984); Bensimon's considerations of Leadership (1989); and Gardner's work on multiple intelligence (1984). The purist might argue that the work would then be contaminated by multiple biases, however, the problem is not so clearly defined. As Kuhn suggests, individuals do not select rationally from particular 'frames'. Nevertheless, by such scrutiny, and subsequent re-organization and redefinition, the inquiry, having a multi-perspective may be accessible to a wider audience and may exhibit the 'messy' process of research activity with all its inherent biases. Such a redefinition, which permits communication to a wider range of individuals, supports Kuhn's assumption that we do not know more, we just know differently. However, Kuhn questions the effectiveness of such scrutiny in relation to the traditional scientific community, where tight paradigms dominate:-

Instead of a logic of criticism....the sciences have a logic of conformity and conservatism. (Kuhn, in Anderson, 1986, p.249)

The problem for individual researchers is to acknowledge the changes to their own cognitive maps, which in turn will affect the research designs through the creation of hypotheses, and the interpretation of ethnographic data. The search for self knowledge via the hermeneutic process and the act of introspection, can be seen to be an important, if not elusive challenge for the researcher.

As has already been stated, in an attempt to adopt an 'introspective' perspective for the purpose of this study the researcher has kept a research diary. It is interesting to note that one realisation which became apparent as the research developed

was the similarity between Kelly's 'personal scientist', relating to the researcher undertaking the study, and Elliott's 'practical scientist', relating to the teachers in the study. Such a realisation highlights the practice of continuous professional development, where N.Q.T.s embark upon inquiry as a process of their initial professional development, and where experienced teachers, as researchers, are still involved in such inquiry, as is exemplified in the current work.

IN SEARCH OF SUBSTANTIVE THEORY

One major problem of the study has been to adopt a substantive theory which could offer a framework to the work. The arguments regarding the relative merits of a 'discipline' or 'pedagogical' based research product are well rehearsed, as are the arguments challenging the status of educational theory, which draws from the disciplines of psychology, sociology, history, educational administration and management, as well as political theory. Juxtaposed against a discipline or pedagogical research orientation are the various ideological and philosophical assumptions which bear upon teacher education and development. For the purpose of this enquiry the perspective adopted is pedagogical, considering the processes of Initial Teacher Training and the factors which directly affect these processes, as viewed by the Newly Qualified Teachers. The study lies within the area of theory generation entitled Continuous Professional Development.

The adoption of a substantive theory is viewed as allowing a particular frame to shape the analysis. Whilst the nature of qualitative work supports an open ended approach, the methodological practicalities including 'word space,' necessitates some form of containment. Elliott's work reflects the foreshadowed problems associated with the continuous professional development of teachers, and offers a level of abstraction, which is accessible to educationalist and policy maker alike. The use of a substantive theory was one way in which to 'open' the analysis of the transcripts.

their course, thus there would be no pressure regarding concerns of assessment; and, secondly that the students should not have begun teaching, which could be classified as 'further professional development', and could contaminate the findings. The focus has been upon the students' perceptions following the completion of the training programme, but before they embarked on a teaching career, thus offering a 'snapshot' or 'slice' of the students' total development.

The Researcher's Perspective

Whilst undertaking the analysis of the evidence a problem emerged regarding the researcher's perceptions of the relative benefits of qualitative research method. Following the systemic network analysis, it was felt that the interpretative nature of the work, although filtered through the perceptions of the research plus two independent critical friends, was limited. Such interpretation only allowed a single perspective, albeit a composite perspective, agreed by three individuals, to be shown. The researcher acknowledges this limitation, realising that the data in the hands of another researcher could give rise to a very different product. The dilemma was partly due to the researcher's internalization of Galtung's notion (in Oyen, 1990) of a 'multi-pyramidal landscape', which will be discussed later in the work, and the need for multiple perspectives to be accommodated in one report. The following extract from the research diary highlights the issue:-

"It is almost like shaking a tree in the Autumn in an attempt to reveal its true silhouette, void of the encumbrances of dead or dying leaves, only to realise that once the silhouette is revealed, should the observer make any movement to either right or left, the initial silhouette would be transformed into another profile."

Such a dilemma may be partially addressed by a practice which has been adopted by the Harvard Graduate School of Education, where data collected are stored, and made available to members of the research community, thus affording different interpretations to be considered. This is in line with Galtung's (in Oyen, 1990) concept of 'multi-pyramidal landscapes' reflecting

multiple realities. For the purpose of this inquiry the researcher can only acknowledge that the work affords a particular perspective, framed by the design of the inquiry and filtered through the lens of the researcher as she adopts a hermeneutic perspective.

Description, Analysis and Interpretation

The complexity of the relationships between description, analysis and interpretation sets a clear challenge for the researcher. The questions surrounding these relationships are numerous. (See Appendix Four) Specific challenges regarding the current study were related to the ambiguity regarding the interface between description and analysis. The problems associated with moving from description to analysis too soon are well documented (Strauss, 1990), nevertheless the researcher had to be constantly vigilant in order to ensure that the codes, the systemic network analysis and the constant comparisons were emerging as a result of an empathetic relationship between the researcher and the research. The idea that researchers 'describe' or 're-describe' what the respondents already know is a simplistic analysis. The epistemological problems associated with moving the description towards interpretation are legion. The hermeneutic process views interpretation as a part of both description and analysis. Hermeneutics is not concerned with an understanding of specific texts but in the mediations and interpretations of the various frames of meaning attributed to the texts. The researcher acknowledges her interpretative relationship with both description and analysis.

In the study description can be seen as the contexts in which the work takes place (see Chapter One), the biographies of the respondents, (See Appendix Two) and the extracts from the transcripts which are included to illuminate the three themes (see Chapters Four Five and Six). It was decided that the researcher should manually transcribe all the taped interviews in the expectation that this would allow her greater familiarity with the descriptive language of the respondents. For this reason full verbatim transcripts were created.

Extended extracts from the verbatim transcripts have been included at the reporting stage of the work to allow the reader to

'hear' the words of the respondents in relation to the three themes which have emerged as a result of the analysis. These extended extracts have also been included in an attempt to 'show' the reader the movement that the researcher made from interpreting the transcripts to articulating the emergent themes. This movement, through the process of analysis involved coding, re-coding, clustering, ordering and conceptualizing the themes which emerge. They have been included as part of the hermeneutic process allowing the reader to 'see' the words of the original transcripts and to trace the paths through the systemic network analysis made by the researcher.

Description is also evident in relation to the extracts from the researcher's diary. Thus whilst the extracts from the diary help to illuminate the researcher's predispositions and 'frames', the extended extracts from the interview transcripts allow the reader to consider the patency of the researcher's interpretations.

Analysis has been undertaken on the transcripts and on the corroborative evidence. The use of systemic network analysis has allowed for the visiting and revisiting of the transcripts in order to explore the rich language used by the respondents. Both first and second level analysis has been undertaken within and across transcripts.

There was a constant interplay between description and analysis. The movement between the researcher and the research constituted the basic element of interpretation. This movement was evident in relation to the semi-structured interviews, the analysis of the transcripts, and the analysis of the documentary evidence. Another level of interpretation has also been evident as a result of the hermeneutic process, where the analysis is focused upon the researcher herself:-

"This close relationship with the transcripts and the documentation helps me to enter into their (the respondents) worlds. But I must keep checking my own assumptions to make sure I am really interpreting their words and nuances to the best of my ability and to show any predispositions which may affect my interpretations of the data. This research game become daily more like psychoanalysis".

As has already been stated, description, analysis and interpretation are the key elements of qualitative inquiry. Another dilemma for the researcher was the amount of description to include in order to illuminate the essential features of the data and the interrelationships among them identified via analysis. A further problem was that of steering a route through the interpretative process. Wolcott (1994) asserts that description is at the heart of writing qualitative inquiry as it entails:-

.....both art and science and seems to suffer more in the absence of the former, for it is an intuitive as well as an objectifying act. It requires not only a sense of what to observe and report but exquisite judgement about what not to report, a keen sense of what is focus, what is periphery and how to maintaining a perspective and balance between them. (p.56)

The complex and ambiguous interplay between description, analysis and interpretation is discussed further in Appendix Four.

Interpreting a Social Reality

In relation to the issues regarding interpretation and the acknowledgement of a 'social reality', Miles and Huberman (1994) have done much to offer a framework of action for the researcher. However, the Book Review section of the journal 'Qualitative Studies in Education' (1994, Vol. 7, No. 4. pp. 381-385, Author unacknowledged) criticises Miles and Huberman's (1994, p.384) sourcebook on Qualitative Data Analysis. Whilst arguing that the book is practically and conceptually useful for practitioners of qualitative inquiry methodologies, they note that a 'componential view of social phenomena', which organises the 'components' (variables) into 'logical frameworks' but which fails to consider the 'significant philosophical and ethical dimensions', limits enquiry. The decision to include an extended section regarding methodological issues in a study of this size has been justified on the grounds that, although not addressing 'ethical' issues, it does allow the reader

insights into the exciting philosophical turbulence experienced by the writer as the work progressed. Such symbiosis between analysis and conceptual frameworks should aid illumination of the text. It also allows for an openness in relation to the interpretative nature of the inquiry, permitting the reader to enter into the frame adopted by the researcher. Such a stance is in line with Bennett's (1993, p220) desire for teacher educator's to be as 'reflective of their own practice' as they expect teachers to be of theirs'. Tickle's (1994) work is an excellent example of such a symbiosis.

The writer makes no apology for the stance taken or the decision to include extracts from the interview responses to further illuminate the issues raised. However, she is aware of a) the limited frame adopted and b) the amount of evidence which could be considered but, due to word limit constraints, she had had to exclude. In order to redress point (a) the use of critical friends and recycling texts back to respondents, as well as the monitoring of developments via the use of a research diary, has helped to make explicit any research bias. As Wolcott notes:-

Interpretation need be neither lonely nor risky business. It can be part of an otherwise individual and independent venture in which we not only engage our colleagues but make colleagues of our students. (p.313)

Such an approach will help to 'steer a route' through the available material. In relation to the second problem of the proliferation of evidence, systemic network analysis has allowed for the emergence of themes, whilst cross site comparisons of the interview scripts has illuminated the recurrent themes which form the basis of the work. From these themes the three key areas of 'Personal and Professional Issues', 'A Mentoring Culture' and 'Expansion and Intensification', have been identified.

The former problems are mainly of a philosophical nature, with practical implications. However, a wholly practical problem arose during the interview sessions. The interviewer failed to maintain a neutral stance as Interviewee 6 outlined all the areas of

responsibility she had been designated as part of her first post. The transcript read as follows:-

Interviewee 6: 'I have been appointed Art Co-ordinator, Design and Technology Co-ordinator, and I'm one of three Special Needs staff. So I will have a lot to do. So that will be my contribution initially, but again that's an attitude isn't it? A willingness to do all that. To have a go. I wish you hadn't raised your eyes. Your eyebrows disappeared'.
Interviewer: 'I wish I hadn't too as I'm suppose to be impartial'.

The Time-Frame for the Research

Another practical problem was the time frame for the fieldwork. The sample selected needed to represent successful students, both male and female, (representative of the male/female balance on the course), who had not, at the time of the initial interview, begun working in schools, and who were available during the tight schedule for interviews outlined above. A random numerical ten per cent sample, i.e. eight students, of those students who fulfilled the criteria outlined above, were interviewed during the last week of July and the first week of August, 1994.

The Use of Documentary Evidence

A logistical problem arose relating to the use of documentary evidence. Yin (1989) noted the importance of documentary evidence as part of a multiple source approach, which would aid the corroboration and elaboration of evidence. The use of documentary evidence is also in keeping with Stenhouse's (1992) notion of 'condensed fieldwork'. The documentary analysis of questionnaires and evaluations allowed for corroboration of interview data, and for the identification of those issues which may be deemed as incongruent with the main body of the work. However, due to the nature of the qualitative inquiry, and the fact that interviews were undertaken following completion of the course, some emergent themes were only able to be corroborated by documentary evidence that had been gathered before the completion of the course. For

example the theme of 'A Mentoring Culture', which will be addressed in Chapter Five, was an area not anticipated in the research design and was not included in the final Questionnaire. However, documentary evidence was available in the form of formal evaluation questionnaires of Block School Experience (II), which were undertaken nine weeks before completion of the course. Where there is a time lapse in relation to the documentary evidence being used it will be acknowledged in the main text and its relative significance addressed.

There were also problems relating to the actual implementation of the fieldwork. From the analysis of the initial pilot interviews three areas emerged. These areas were 'Concerns', 'Expectations' and 'Course Issues'. These areas contributed to the design of the subsequent questionnaires and semi-structured interviews. As such they formed the basis for the main study and the analysis that followed. A fourth area was identified as 'Other Issues', which acted as a 'catch all' for those areas which may have needed further investigation. However, when manipulating the results of the systemic network analysis the areas were modified in response to, a) how the interviewees had interpreted the questions and b) debate between the critical friends undertaking the analysis. Such activity necessitated a modification of the initial avenues of inquiry.

The organization of the research based upon the interweaving of these emergent themes and critical analysis of the findings in relation to the extant literature has been viewed by Hammersley and Atkinson (1983) as a positive way to integrated research findings with established theory. However they alert the researcher to consider both similarities and differences:-

One should not, therefore, adopt a naively "optimistic" view that the aggregation of data from different sources will unproblematically add up to produce a more complete picture... differences between sets of types of data may be just as important and illuminating. (Hammersley and Atkinson, 1983, p.199)

From the analysis of the interview data, undertaken by the researcher and two "critical friends", corroborated by documentary evidence, i.e. questionnaires, the initial themes were developed and modified. Such modification was viewed with a certain caution by the researcher, who was psychologically predisposed to adopt the initial framework. Nevertheless following close scrutiny of the evidence and extensive discussion with the critical friends, the decision to alter the focus, in line with the dominant themes was taken.

PHENOMENOLOGY AND SYMBOLIC INTERACTIONISM

The study is placed mainly within the arena of qualitative research, specifically in the areas of phenomenology and symbolic interaction, although additional quantitative methods have been adopted, for example, the use of questionnaires given to the whole P.G.C.E. cohort of eighty students.

As the work continued epistemological assumptions underpinning the work became more prominent. From an initial phenomenological approach the work developed towards a more hermeneutic process. Such development affected both the methods of analysis and the reporting of the data. The work as presented asserts a developing hermeneutic perspective. The conceptual and epistemological affects of hermeneutics is a developing field, whilst the practical problems associated with the reporting of research findings which afford a hermeneutic stance are legion. The current work attempts to offer the reader insights into the hermeneutic process of inquiry, which places the researcher among the subjects of the research. Like phenomenology hermeneutics allows for the consciousness of the research to become part of the process, but hermeneutics develops the idea to include the researcher as being a distinct subject within the research process. As Wolff, 1975, states:-

Hermeneutics consists in the end in the individual, socially-situated, sociologist or historian understanding the existential meanings, symbols, expressions and values of another culture and its inhabitants, and simultaneously aware of his own historical consciousness and its role in this process. (p.132)

Phenomenology emphasises participant understandings as they interact and reflect upon their life experiences. Bogdan and Biklen (1992) note that:-

Researchers in the phenomenological mode attempt to understand the meaning of events and interactions to ordinary people in particular situations. (p.34)

They define symbolic interaction as being compatible with the phenomenological perspective but led by:-

the assumption that all human experience is mediated by interpretation....Objects, people, situations and events do not possess their own meaning; rather, meaning is conferred on them. (pp.35-36)

Hermeneutics, as defined by Wolff 1975, allows for the refinement of both phenomenological and symbolic interactionist perspectives as it incorporates:-

.....the advantages of both the structural approach and particularly, the phenomenological perspective. (p.129)

He continues to note:-

.....hermeneutic sociology is in a position to comprehend the diversity of levels of analysis as well as the various, and often contradictory aspects of knowledge in a dialectical sophisticated framework. (p129)

Such a framework has allowed for the integration of social, psychological and educational perspectives. By adopting this

approach the researcher has endeavoured to elucidate empirical evidence as a foundation for grounded theory.

The definition of grounded theory adopted for the purpose of the research is that of Strauss, (1990):-

Grounded theory is a detailed grounding of systematically and intensively analyzing data, often sentence by sentence, or phrase by phrase of the field notes, interview, or other document. (p.22)

The work of Glaser and Strauss (1967) highlights the utility of such grounded theory as it enables laymen to understand specific situations and perspectives upon those situations.

.....such a theory fits empirical situations, and is understandable to sociologists and layman alike. Most important, it works - provides us with relevant predictions, explanations, interpretations and applications. (p.1)

One of the outcomes of this inquiry has been to report the empirical evidence gathered, which, via explanations and interpretations, will inform those involved in teacher development.

Galtung (in Oyen, 1990) outlined the advantages of such theory generation via the interpretation and explanation of empirical evidence, which he suggests should draw upon multiple perspectives:-

The tremendous advantage of theory formation is that it can yield unexpected insights, as opposed to weaving together already known ones. (p.100)

Galtung suggests that by using a multi-frame or multi-dimensional approach to research, more information could be extrapolated. He noted that:-

...a multi pyramidal intellectual landscape would make us squeeze a theory till it's dry. (in Oyen, 1990, p.100)

He argues that theory should always allow for the 'reality not yet there' (p.102).

Malinowski (1922 pp.8-9), in Hammersley (1983 p.29), notes the advantages of the recognition of 'foreshadowed' problems:-

Preconceived ideas are pernicious in any scientific work, but foreshadowed problems are the main endowment of a scientific thinker, and these problems are first revealed to the observer by his theoretical studies. (pp.8-9)

A phenomenological and symbolic interactionist framework, adopting a predominantly qualitative methodology complemented by the hermeneutic process will allow for a redefinition of existing theoretical insights, based upon foreshadowed problems, as well as offering scope for the generation of new insights, or realities.

One limitation of the study lies in the decision to focus the research upon interview transcripts from eight N.Q.T.s who have undertaken a specific Initial Teacher Training course, which may render the work limited in terms of the creation of generalizable theory. However such specificity will allow for new insights on the development of N.Q.T.s, and when used in conjunction with the findings of cross-site (respondent) analysis of the eight transcripts, corroborated by quantitative data from questionnaires administered to the whole P.G.C.E. cohort of eighty students, may move the work towards a wider application.

The foreshadowed problems relating to the adequacy of teacher training and induction, the N.Q.T.s approach to continuous professional development and the issues surrounding the current provision for induction, in relation to both policy and practice are discussed in relation to the three emergent themes.

INTERVIEWING AS A RESEARCH STRATEGY.

The richness of interview data permits analysis which cannot be undertaken with self-administered questionnaires. (Lortie, 1975, p.77)

The literature regarding 'in-depth' interviewing acknowledges interviewing as a procedure which allows for ideas and perceptions to be articulated and which reinforces the two-way nature of such interviews. Brenner et al. (1985) note that both the interviewee and the interviewer bring preconceptions which influence the outcomes of the interview:-

...interviewing means quite literally to develop a view of something between (inter) people. If viewing means perceiving, then the term "interview" refers to the act of perceiving as conducted.....between two separate people.
(p. 148)

This two way process, reinforces the idea of the interview as a 'conversation' (Burgess 1984).

The in-depth interview as a 'conversation' was adopted for the inquiry as it enhanced a naturalistic exchange of opinion and shared dialogue. The respondents were aware of the researcher's familiarity with both the course and teacher development, which were the subjects of the interview, and therefore any non-participatory uninformed stance on the part of the researcher would have appeared contrived.

Most of the standard texts on interviewing in qualitative research stress the need for an unstructured approach which avoids the imposition of preconceived notions or frameworks on the part of the interviewer. Such an open-ended approach to inquiry, void of structure or agenda, appears impractical for all but those researchers involved in long-term projects.

The adoption of semi-structured interviews allowed for the flexibility of an open-ended approach, whilst containing the "conversation" within general parameters. The semi-structured interview was thus kept within an area appropriate to the study.

From a practical standpoint it was decided to adopt a semi-structured interview approach using 'progressive focusing'. Such an approach recognises the importance of the newly qualified teachers' subjective experience during their professional development, as they construct their own understandings of what it means to become a

teacher. What was sought from the 'conversations' was the respondents' personal perceptions as they were about to begin their career in teaching. Such perceptions would add to the body of knowledge regarding the professional development of teachers.

Further consideration regarding 1) 'The Relationship Between Analysis, Description and Interpretation', 2) 'Issues Which have Sensitized the Researcher to the Process of Qualitative Research' and 3) 'The Role of the Researcher' can be seen in Appendices Four, Thirteen and Fourteen respectively.

POSITIONING THE RESEARCHER

The decision to include a section on the position of the researcher is part of the desire to offer a hermeneutic orientation to the work. As with the art term *pentimento*, where the emergence of previous layers of applied paint signifies authenticity, it is anticipated that insights into the changing position of the researcher will help to enhance the authenticity of the research.

The researcher is in her mid forties having been involved in primary, secondary and tertiary education for the past twenty five years. She has held various posts ranging from class teacher, Deputy Headteacher, Headteacher, Senior Lecturer and Principal Lecturer. Most of her working career has been as an Inner City Primary Headteacher and as a Principal Lecturer in Initial Teacher Education. Her training includes a basic teaching certificate at the outset of her career, followed by numerous In-Service curriculum courses, two Advanced Diplomas, a B.A. (Hons.), a Masters Degree, a Counselling qualification, culminating in an ongoing doctorate. All these courses and qualifications, with the exception of the initial certificate, were undertaken on a part time basis in tandem with her teaching responsibilities. Her belief in the continuous professional development of teachers is reflected in her own career profile.

In relation to any 'bias' adopted by the researcher it can be stated that she readily accepts the need for the continuous professional development of the profession, and that she views teaching as a dynamic career which necessitates teachers being

involved in frequent updating, reviewing and retraining. This attitude has been reinforced during the past nine years whilst she has been working in an Institute of Higher Education, predominately involved with the Initial and In-Service Training of Teachers.

The relationships between the researcher and the respondents varied from distant to friendly. The positioning of the researcher in relation to the respondents was one of 'the insider', which typifies the phenomenological approach. This approach embodies the commitment to the ideal of the greatest possible freedom from presuppositions. Such an ideal is also compatible with the hermeneutic process, where presuppositions are explored and accommodated.

The 'frames' the researcher adopts for the study have been affected by her previous experience and education. As the study progressed so too did the researcher's awareness of her own predispositions. This awareness was mainly a result of the realization that the researcher, as she shapes the work, becomes an 'introspective visionary'. This self initiated growing awareness of the 'introspective visionary' was partly induced by the 'probings' of both critical friends and the community of scholars, as they demanded explanation or sought clarification of the work. Such growing awareness or 'becoming' is a key feature of the hermeneutic perspective. Key issues associated with the positioning of the researcher in relation to the shaping of the current work are disclosed below. They are drawn mainly from the research diary and highlight the various 'frames' which have consciously and at times sub-consciously affected the work.

Frame 1. 'Nomothetic and Idiographic Tension'.

"I cannot escape from the desire to quantify the work. I suppose it's because I want the work to be generalizable and meaningful for future action. That's one of my problems and it's related to my job - I am so steeped in quality assurance procedures and audits, as well as performance indicators that it is spilling over into my research. Although consciously I do realise the importance of individual perceptions I also want to be able to generalize my findings. This is

reflected in my selection of a ten percent sample, corroborated by evidence from the total cohort of eighty students. It also has something to do with the ego of the researcher, who wants her work to offer something to the community of scholars. I still view the generalizability of findings as a key issue, yet I must not let this undermine the importance of the extant findings. The findings hold the germs of realisation in the three themes, which at a later stage can be viewed in relation to generalizability. I must not be over ambitious."

This extract from the research diary highlights the continuous tension between nomothetic and idiographic assumptions. The belief implicit in the work is that the respondents are not simply individual 'N.Q.T.s' but also active 'agents' within the teaching profession. In order to understand the macro issues associated with teacher training and development, research demands a sophisticated understanding of both the context and the agents within that context. The current work by focusing upon the micro (the N.Q.T.'s) moves towards illuminating issues associated with the macro (teacher development).

The researcher began the work with the ambitious hope that the outcomes would inform those involved in teacher development. Such a perception may at best be viewed as naive and at worst as audacious.

"I want the work to help us to 'see' the real needs of the teachers of the future and to help us make decisions regarding future course design and implementation".

The expectation that research findings can be faithfully applied is naive. There is no linear relationship from research to practice yet it is unproductive to deny the value of sound research. It has been argued that by providing an agenda for discussion and techniques for clarification research can guide policy. It is anticipated that the findings of the current work will add to the ongoing debate on teacher education which in turn may inform future policy generation.

Frame 2. 'Elliott's Three Themes Illuminating the Researcher's Predispositions'.

The previous comments from the research diary, also alerted the researcher to her own position in relation Elliott's three perspectives. Whilst using Elliott's work as a basis for considering the perceptions of the respondents, the researcher realised that his themes also helped her to understanding her own 'frames'. This realisation illuminates the reflexivity of hermeneutics.

From the outset, indeed ever since she can remember, the researcher would have considered herself to identifying most readily with Elliott's 'practical science' perspective, incorporating Schon's 'reflective practitioner'. She would have considered that she had limited empathy with Elliott's 'social market' perspective. Yet here in the research diary she is acknowledging how much her behaviours are akin to the language and the activity of a social market mentality. Had she been asked she would have been dismissive of the social market perspective on teacher training, yet in reality it appears to be influencing her thoughts and behaviours considerably.

"I'm amazed by my own acculturation - have I so readily adopted not only the language of the market place but the philosophies which underpin the language, both in relation to schools (L.M.S, the National Curriculum, testing etc.) and to college (performance indicators, quality assurance, exit competences)? I am steeped in the world of Elliott's social market perspective and I hardly realize how I got here. Government policy and directives indeed appear to be powerful tools, they have obviously affected me without my realizing. I do need to take stock and consider where I stand. I need to reflect on my own assumptions and predispositions."

Frame 3. 'Previous Roles Affecting Perceptions'.

"I wear so many different hats and each one affects the researcher role. Sometimes the Art Educator and sometimes the Counsellor, sometimes the Manager and sometimes the Inspector.....but always the teacher."

The various specialisms and subject interests of the researcher have affected the shape of the research, as have the numerous roles she has played during her teaching career, and the various positions she has held. The following extracts from the diary highlight the 'frames' adopted in relation to the researcher's past education and experience.

"I needed to use my understanding of Art critique and the power of literary and visual metaphor in order to explore my relationship with the work. I was too close to the 'academic' aspects of the work, the data collection, the analysis, the reporting - too close to see the gestalt of the research experience and of my role in it. It is only through the seepage of pentimento that I gradually was able to see the 'researcher' emerging from the work. It is only through using metaphor and the analogy of Klee's abstract painting that I can understand the creative acts, both intentional and unintentional that are part of this whole process of research activity. Whilst I relished the visionary nature of Galtung's multi-pyramid landscape I needed to see Klee's abstract landscapes in order to fully appreciate the abstract and interpretative nature of both creativity and hermeneutics. It is through Galtung's metaphor and Klee's abstraction that I have come to understand the complexity of the research process and the creative role the researcher plays within the process."

This recognition of the role of the researcher in the work was also seen in relation to the systemic network analysis. The researcher, because of her background in educational psychology and counselling, made a conscious decision not to focus upon potential avenues for inquiry which were associated with the affective domain because she felt her interest in this area might 'colour' the findings. In fact only one respondent did focus on the affective domain, and as the intention of the research was to explore common themes across the respondents, the researcher did not have to face the dilemma of considering if she was 'seeing more' in relation to those issues relating to the affective domain due to her interest in the area. The fact that the findings, in relation to 'intensification', 'expansion' and 'the mentoring culture' were all unexpected outcomes to the researcher's conscious mind, helped the researcher to feel more

'comfortable' with the work in the knowledge that she had not overtly manipulated the themes in relation to some personal interest. At a later stage in the diary the researcher noted another perspective on this issue. It was with some reluctance that she came to this realisation:-

"I am relieved that I didn't need to consider the affective domain as one of the themes. Despite the fact that it is an area which interests me and that I would have liked to have explored, especially the motivational questions surrounding the respondents, such as achievement motivation and the locus of control, I realise now that the affective issues associated with the child abuse mentioned in the transcripts were issues that I do not want to consider. But it is only now that I can accept why I do not want to look at these areas. Due to my professional involvement in the 'x' case and its profound affect on me, I do not want to consider *child abuse*. I am now realising that I need to rethink so many issues in relation to 'x's' death. The whole area is one of emotional denial and blockage for me"

The researcher during the preliminary stages of the research had been professionally involved in a case where an infant had been abducted and murdered by two young boys. This extract from the diary shows the researcher's deep emotional concern in this case and suggests that possibly the explanation for not including the affective domain in the analysis was perhaps the denial of a deeper desire to not deal with such questions. This realisation makes one consider the all encompassing involvement of the researcher in the whole process of research, and acknowledges the potential for sub-conscious manipulation of the work. It illuminates the similarities between hermeneutics and the interpretative aspects of psychoanalysis, although it must be acknowledged that the intention of psychoanalysis is to move beyond the interpretative activity of hermeneutics in order to explore subconscious causal relationships. This interplay between conscious and sub-conscious aspects of hermeneutics was a recurrent theme in the research dairy.

"I really think I am discovering something new to me - and if it is new to me then I can't be manipulating the findings, at least not at a conscious level. The fact that when I started to look at the transcripts I had no notion of the labels 'intensification' and 'expansion' but called these themes 'increased workloads' and 'extra responsibilities' respectively shows that the concepts were emerging from the constant comparisons of grounded theory. It was only after I had the themes fixed in the analysis that I discovered the labels of 'intensification' and 'expansion'".

The previous insights into the researcher diary help to give the reader an understanding of the position of the researcher, her epistemological stance and its effects on the selected methodology. It has been through the research activity itself that the researcher has been able to consider her changing position in relation to both epistemological and methodological orientations. The position of the researcher is never static but is always part of the hermeneutic process of 'becoming'. The researcher affects the research and the research affects the researcher. Their interplay is never ending.

The position of the researcher has been included here to alert the reader to some of the key issues which have affected the design and implementation of the work. Whilst acknowledging that the process of hermeneutics has the potential for an infinite journey of disclosure it is accepted that the acknowledgement of the selected key issues discussed above will help the reader to consider the work in a more informed and critical manner.

Part Two. The Study.

'In learning, we cannot ever achieve final answers; rather we find new questions, we discover other possibilities which we might try out. Knowledge is ultimately governed by constructive alternativism; everything can always be reconstructed.' (Salmon, 1988, p.22)

THEORETICAL AND METHODOLOGICAL ORIENTATIONS

The investigation adopts a predominantly qualitative framework, as seen in the analysis of the interview transcripts of eight P.G.C.E. students. This qualitative orientation is supported by corroborative quantitative data gleaned from questionnaires administered to the total P.G.C.E. cohort of eighty students.

The study lies at the intersection of phenomenology and symbolic interaction. The former explores the subjective nature of experience and how that experience shapes individual perceptions, whilst the latter focuses upon how the individuals interact within various contexts and how such interaction affects their understanding. A hermeneutic perspective pervades the work and offers another layer to the analysis.

Qualitative research uses the induction model, which conceptually means the data collection commences without any preconceived theories or hypotheses. However, all researchers are influenced by their own backgrounds, and some information is likely to be available about the research problem..... foreshadowed problems come in at this point. (Wiersma, 1991, p.83)

The researcher's own background indeed did affect the selection of the foreshadowed problems, as is evident in the extract from the research diary in Appendix Five, 'Research Diary - Insights into the Researcher's Background'.

The literature on qualitative research acknowledges that one main feature of such work is to illuminate a 'social construction of reality' (Bogdan and Biklen, 1982, p. 32). Qualitative researchers advocate first hand experience of the social world being investigated

through in-depth interviewing, observation and participation. Vulliamy et al. (1990) suggest that the aim of qualitative research is to get inside the perspectives of the people being researched and to generate hypotheses from such perspectives.

A qualitative research approach has been adopted as it allows for the generation of new knowledge and ideas on the areas being investigated. Such an approach, which is based upon the articulation of eight respondents' perceptions or meanings as they experience the field and of the researcher's changing standpoints, is consistent with the general philosophy and theoretical assumptions of the study.

The methodology rests within the framework of phenomenology and provides:-

...a compatibility of theory and practice, an interaction of philosophy and methodology. (Powney and Watts, 1987, p.178)

THE DESIGN OF THE STUDY (Progression and Elements of the Research Design)

The decision to focus upon a particular course is taken with full awareness of the debate regarding the limitations of such a strategy and the restrictions regarding the generalizability of the findings. However, a cross-site (respondent) qualitative analysis of interviews with eight N.Q.T.s, corroborated by qualitative data obtained from questionnaires administered to the total course population of eighty students attempts to make the findings more trustworthy.

As Spindler (1982) notes:-

....it is better to have in-depth, accurate knowledge of one setting than superficial and possibly skewed or misleading information about isolated relationships in many settings. (p.8)

Miles and Huberman (1994) argue for the use of both qualitative and quantitative methods within the same study, as they advocate making the process of analysis more systematically explicit and less intuitive. Such an amalgam of methods has been adopted for the purposes of this inquiry, with the initial emphasis upon qualitative rather than quantitative analysis.

The methods of data collection include:-

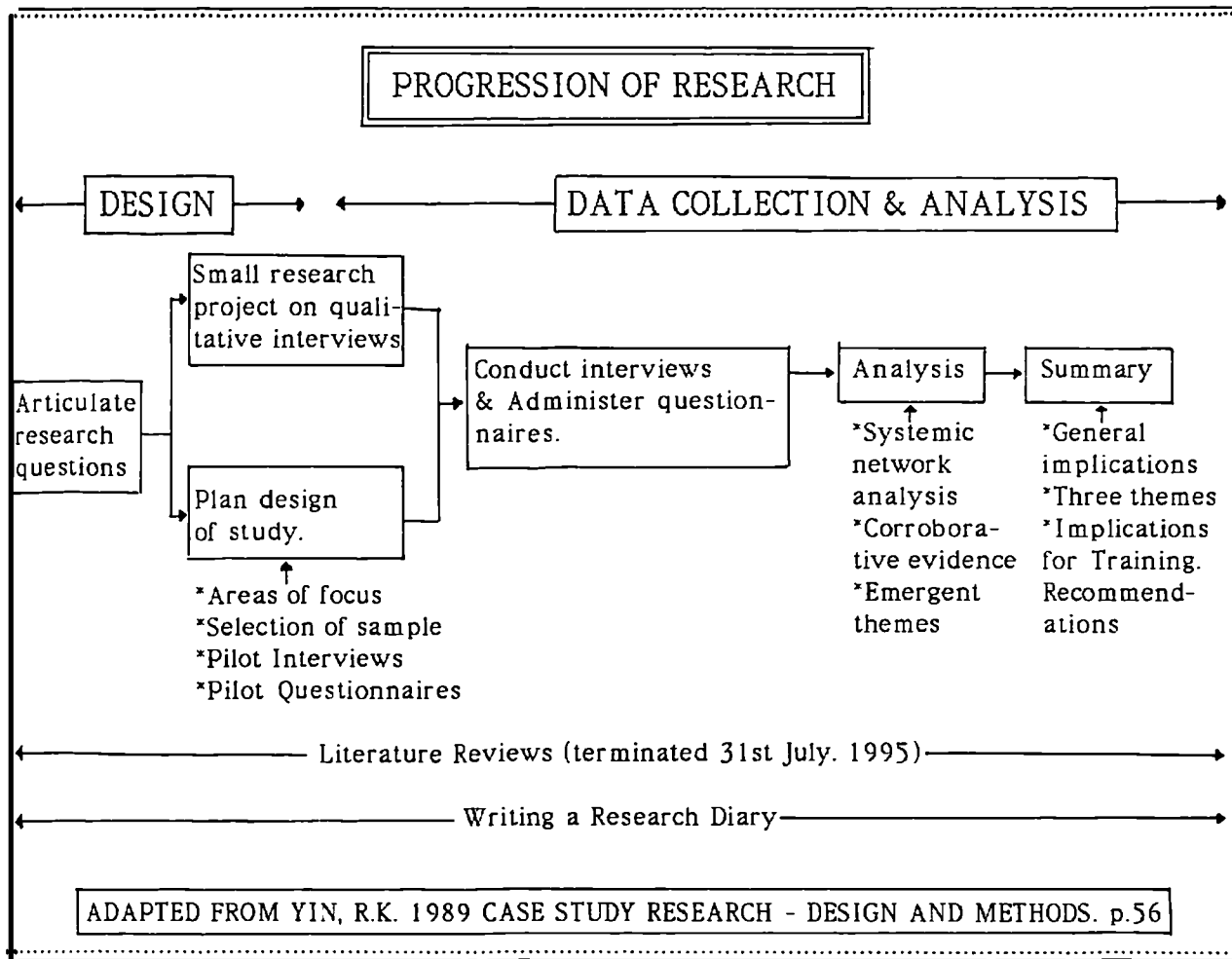
1. Collection of the multiple-perspectives of a 10% sample of students, as generated by semi-structured interviews; (eight students)
2. Collection of Course Evaluation Sheets and Questionnaires, both formative and summative; (eighty students)
3. Piloting of 1 and 2 above;
4. Gathering of course documentation.

The inquiry recognises the importance of the Newly Qualified Teacher's subjective experience as the primary source of data, acknowledging that students construct their own understandings regarding 'becoming a teacher'. Such a perspective is in line with the framework of symbolic interactionism and the hermeneutic process adopted for the study.

The following table shows the progression of the work, highlighting the iterative aspects of inquiry:-

Data analysis for qualitative research is not a linear but an iterative process. Analysis starts shortly after the first data are collected and proceeds simultaneously with data collection. (Crabtree, 1992, p.235)

FIG. ONE



SELECTION OF THE SAMPLE (The Interview Sample, Total P.G.C.E. Cohort Sample, The Sampling Procedures)

The Interview Sample

Eight students from the total cohort of those students who had successfully completed the P.G.C.E. course, and who had obtained posts but had not started teaching in schools, were selected on a random numerical basis. Gender bias was acknowledged by reflecting the 2:6 ratio of male to female students undertaking the course. For reasons of anonymity all references in this inquiry to individuals involved in the course shall be deemed 'female'.

Total P.G.C.E. Cohort Sample

For the purposes of gathering corroborative quantitative documentary evidence, i.e. questionnaires, the sample used has been extended to include all those students engaged in the P.G.C.E. course during the academic year 1993 to 1994 (i.e. eighty students).

The Sampling Procedures

Although acknowledging the limitations of the investigator's dilemma in being both researcher and lecturer, which have already been discussed, access to the field was relatively simple. However, a major concern was the choice of sample.

Pilot interviews showed that there was a distinction between those students who already had jobs and those students who were still seeking a position. The latter gave limited responses, in that most of their responses were either concerned with a) professional limitations or b) concern regarding where and when they would "get a job". For this reason the sample was restricted to those students who had already obtained a teaching position.

Whilst restricting the sample to those students who had obtained posts in school, it is evident that there exists an avenue for inquiry concerning the responses and perceptions of those students who had not obtained appointments in schools. This is an area which could be considered in future work.

As has already been mentioned Biographies of the eight interview respondents can be found in Appendix Two.

Following the selection of a random sample of those students who had obtained posts, analysis showed that of the eight students selected for interview, only one had not had previous work experience. It was then necessary to consider the total sample of students to see if the eight interviewees were representative. This activity was a direct response to the following memo:-

"It seems strange that all these students have been given so much extra responsibility - I wonder if this says something about the quality of the students or about the changing world of the N.Q.T. I need to further explore this area?" (Research Diary)

The first way of exploring the area was to consider the previous experience of the N.Q.T.s.

FIG. TWO (A)

PREVIOUS WORK EXPERIENCE

(Taken from Appendix Seven)

Interview Sample - Previous Experience

1. No previous full time work experience.
2. Marketing Manager
3. Hotel Manager
4. Shipping Administrator & Recruitment Consultant.
5. Financial Consultant
6. Psychologist
7. Speech & Language Therapist
8. Sales Manager.

From Fig. Two (B) it can be seen that 25% (20 students) of the initial cohort (80 students) had no previous full time work experience. This 25% group was comprised of either students transferring directly from University, or of students who had had only part-time work. Of the initial cohort [see Fig Two (B)] 75% (60 students) had had previous full time work experience.

The interview sample reflects 12.5% (1 student) of members with no previous full time work experience, with 87.5% (7 students) having been in full time employment. This increase in the interview sample, of individuals with previous work experience, may skew the findings. For example, in relation to the theme of 'Expansion and Intensification', the N.Q.T.s were given a range of additional responsibilities, mainly related to their previous work experience or to their first degree subject.

FIG. TWO (B)

PREVIOUS WORK EXPERIENCE

(Taken from Appendix Seven)

Total Sample.- Previous Experience (80 students)

Admin. (Insurance, Clerical)	9
Armed Forces	1
Banking	1
Bi-Lingual Analysis	2
Consultancy	2
Dentistry	1
Environmental Ed. & Conservation	2
Financial Services	1
Graphic Design	2
Instruction (Outdoor pursuits)	2
Laboratory Supervision	1
Librarianship	1
Managerial positions	7
Nursing	1
Nursery Nursing & Teaching	4
Police Force	1
Quantity Surveying	1
Sales & Marketing	4
Therapy	1
Other (including part time work)	16
No full time employment	20
Total Cohort	80

PRE FIELDWORK (gaining access, piloting).

Gaining Access.

Gaining access to the field in order to undertake research is often problematic and can affect subsequent inquiry (Bruyn,1966).

As has already been mentioned, the involvement of the researcher in the course allowed for ease of access to both the sample and to the documentation. Clearance from the Head of the Professional Education Department was sought, and given, before any use of the documentation was made.

It must be noted that although the students had successfully undertaken the course at the time of the main data collection (i.e.

interviews and questionnaires), there already existed a professional 'relationship' between the students and the researcher. Also the issue of confidentiality was important as the students may have perceived the dual role of the investigator, as researcher and lecturer, to create a conflict. The relative merits and concerns regarding 'insider' research have already been discussed. Respondents gave their consent to the findings being used following assurances from the investigator that confidentiality would be assured at all stages of the inquiry.

Prior to starting the data collection, informal pilot discussions concerning the proposed study were undertaken with students engaged in initial teacher training who were not on the P.G.C.E. course. The purpose of such discussions was to help clarify the foreshadowed problems. The discussions also outlined the need to ensure that key players were informed that the research would not reflect upon them personally and that confidentiality would be ensured at all times.

All interview respondents were approached prior to the fieldwork phases of the study, either in person, by telephone or by letter, outlining the aims of the study. The use of transcripts and documentation was agreed between the researcher and the participants at all stages of development. Draft interview transcripts were circulated to participants for verification prior to use.

Piloting.

As previously mentioned the piloting of the interviews affected the sample selection, that is, the random sample was taken from those students who had been offered positions in school for the oncoming term. Such piloting also allowed for re-phrasing and re-ordering of questions to aid clarity and to ensure that initial questions 'put the student at ease', and established a rapport, whilst more searching, open ended questions dominated the latter part of the interview.

IN THE FIELD (Interviews, documentary data,)

Interviews

Semi-structured interviews (see Appendix Six) were undertaken with each of the eight members of the random sample in July and August, 1994. Each tape recorded interview lasted between one hour and one and a half hours. All interviewees gave their permission for the interviews to be recorded and selected the venues.

Documentary Data

Questionnaires (see Appendix Eight) were administered to the whole P.G.C.E. cohort (80 students) on the last day of the course, and thus after the summative course assessments had been published. The questionnaires were extensive in order to attempt to anticipate the issues which may have developed from the semi-structured interviews. Such an extensive questionnaire may have caused some respondents to lose interest and not to give their full attention to the task. However all of the returned questionnaires (91%) were completed.

Other corroborative documentary evidence was mainly drawn from course material e.g. evaluation sheets and reports etc.

The verbatim interview scripts were returned to interviewees for verification. Some interviewees amended and offered additional comment where they considered their initial statements to be ambiguous. Appendix Nine shows an example of a verbatim interview transcript.

POST FIELD. (Data analysis and Reporting)

One problem for the researcher has been the amount of data generated. Decisions were made on the key areas to be addressed and the supporting evidence to be included. The decision to focus on the themes which emerged from the semi-structured interviews meant that the design of the final questionnaires, which were administered before the interviews took place, needed to be comprehensive in order to anticipate themes which may have

emerged. For this reason the questionnaire design was extensive, in four parts, reflecting the issues raised in the pilot interviews and in the previous course evaluations.

Analysis of the scripts was undertaken using a systemic network analysis (see Appendix Ten). Such analysis acts as a potent technique for extrapolating categories from interview transcripts. These categories can then be viewed in relation to the identified foreshadowed problems. Elliott's three perspectives were used as starting points for the systemic network analysis on each of the eight scripts, generating 24 networks. Subsequent networks were developed using the categories emerging from these original networks. In this way the analysis moved away from Elliott's perspectives towards the interviewee's perspectives, grounded in the interview transcripts themselves. The scripts were then subjected to the same form of analysis by two independent 'critical friends' who, following their analysis, commented upon any problems or disagreements.

The main practical concerns relating to the analysis of the scripts were a) definition and b) interpretation. The discussions which ensued between the researcher and the two 'critical friends' allowed for the researcher to question her own interpretations and to redefine categories, in order to keep as close to the respondent's original meanings as possible.

The systemic analysis, though informative and illuminating, gave rise to a multiplicity of specific categories as its delicacy increased. This proved problematic in relation to reporting the findings. The numerous categories generated were complex and thus it was decided to focus on the broader 'mid-point' categories. These categories were approximately mid-point in the tree like systemic network analysis, and as such they were not the crude initial categories nor the delicate terminal categories. Such a decision was made in order to allow for clarity at the reporting stage. It was at this stage that the researcher had to be most vigilant, in order to ensure that the classifications selected were, as far as possible, reflecting the interpretations of the interviewees and were meaningful in relation to the foreshadowed problems of the work.

In relation to conducting the interviews, the use of the terms 'concerns' and 'expectations' was not unproblematic. Some interviewees perceived further professional development as an 'expectation' whilst others saw it as a 'concern'. It is interesting to note that, during the pilot stage of the interviews, there had been no apparent confusion regarding the terms 'concerns' or 'expectations', however, as has already been mentioned, the 'concerns' were all limited to the problem of "will I get a job?". For the purpose of clarity, working definitions of the terms were thus agreed between the researcher and the two 'critical friends':-

- 1) a concern was defined as an issue which caused anxiety;
- 2) an expectation was defined as anything which was viewed as being desirable.

For example, the comment from Interviewee 1 ("If I'm not feeling very competent in my teaching of lessons, I expect I'll have to plan in minute detail...") was viewed as a 'concern', not an 'expectation', and was placed in the appropriate category of the systemic network analysis.

As has already been mentioned, one of the main features of network analysis is its exponential nature, which has the potential to generate a multiplicity of categories. It was decided to focus on mid-point categories as such a focus would aid clarity whilst allowing the intentions of the interviewees to emerge. The following mid-point themes emerged.

- 1) Personal and Professional Issues
- 2) A Mentoring Culture
- 3) Expansion and Intensification
- 4) Course Issues

Given the word restriction of the research, it was decided to further reduce the focus to include the first three areas. This decision to select these themes and to omit 'Course Issues' was made for four reasons:-

1) First, the researcher had already examined ongoing course component evaluation results and as the interviewee scripts closely reflected the original findings, it was decided that the avenue entitled 'Course Issues' would not generate any new insights.

2) Secondly, the researcher acknowledged her overt bias regarding 'Course Issues' and she wanted to consider more subtle biases.

3) The third and most persuasive reason in relation to the research findings, was related to the initial questions regarding the foreshadowed problems specifically in relation to the developmental nature of teacher training. Both 'A Mentoring Culture' and 'Expansion and Intensification' were related to teacher development but were areas not anticipated by the foreshadowed problems and not covered in previous empirical research on *Newly Qualified Teachers*. Also the category entitled 'Personal and Professional Issues' offered a selection of topics relating specifically to the total development of newly qualified teachers and not just to course specific issues.

4) Finally, the fourth reason was that all the three areas identified above, allowed for Galtung's 'reality' that is 'not yet there' (Galtung, in Oyen, 1990). The illumination of such areas would offer fertile material for discussion for those involved in Teacher Development in general and I.T.T. in particular.

It must be noted here that progressively focusing the work is in the nature of qualitative inquiry. However, whilst selecting avenues for inquiry, it became apparent that many avenues were left fallow and much empirical evidence, which could have given rise to fruitful investigation, was neglected. As was stated earlier, a data base, as used at the Harvard School of Education, which was able to store such data would not only benefit others in the field, but would ensure that raw data were accessible to differing interpretations and insights. Using Galtung's metaphor, such a data base would enable researchers to 'squeeze' the data 'until it's dry' (Galtung, in Oyen, 1990).

DATA COLLECTION METHODS AND ANALYSIS (Systemic Network Analysis, How the Emergent Themes Emerged, Perceptions Drawn from the Interviews.)

Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials....to increase your own understanding of them and to enable you to present what you have discovered to others. (Bogdan & Biklen, 1982, p.145)

The main sources of data were:-

- *Transcripts of semi-structured interviews undertaken with eight P.G.C.E. students.

Supported by evidence from the total P.G.C.E. cohort of eighty students:-

- * Course Documentation
- * Formal Evaluation Sheets, both formative and summative
- * Informal Narrative Evaluation Sheets
- * Questionnaires

One major concern for the researcher has been the notion of 'trustworthiness'. Crabtree (1992) suggested four criteria which offer a framework for the evaluation of a project relating to the issue of 'trustworthiness'. The first was 'member checks' or 'recycling of analysis back to key informants' (p.86). The second was 'searching for disconfirming evidence', including purposive sampling and prolonged engagement with documentation which allowed researchers to seek accounts from other informants which differed from the accounts of the key informants (p.87). The third area was 'triangulation', including the use of multiple data sources and various documents. Finally, the fourth criteria was the need to create 'thick description', which may necessitate 'a thorough description of the transactions or processes observed in that context that are relevant to the problems'. Such 'thick description' included 'recognising one's initial suppositions and assumptions' (p.88). Crabtree (1992) also noted that:-

In participant observation, who you are and what you see cannot be separated, only understood. (p.69)

It has been the responsibility of the researcher to juggle all these issues in an attempt to offer a product which, although probably incomplete and methodologically flawed, at worst acknowledges the causes of such flaws and at best offers suggestions for future researchers on ways to alleviate the flaws.

In order to respond to Crabtree's (1992) criteria of 'trustworthiness' the work in hand has been exposed to member checks and recycling of material, i.e. respondents received copies of the interview transcripts and amended them as necessary. Unintentional bias was an issue for the researcher and the two 'critical friends', *but debate and discussion helped clarify and illuminate* such bias in the spirit of hermeneutics where bias is viewed as a condition for understanding rather than something to be eradicated. Trustworthiness was enhanced by the use of 'critical friends' and the examination of corroborative documentary evidence. Finally, in the reporting stages of the work, much verbatim reporting from the interview transcripts has been used in an attempt to illuminate the issues raised and to allow the reader to 'see' the interpretative judgements made by the researcher.

Systemic Network Analysis.

Appendix Ten offers an explanation of the use of this technique and an appraisal of the effectiveness of the process. For those wishing to develop greater insights into its application Bliss et al, (1983) outline its use in a variety of different educational settings and for different purposes.

How the emergent themes emerged

The early stages of the research were fairly 'open' although foreshadowed issues were evident and have already been articulated. Initial pilot interviews were coded by the researcher using 'open coding' and 'conceptual memos' (Strauss 1990). Constant

comparisons were used to exhaust the data, and the concepts which were generated included 'concerns', 'expectations' and 'course issues'. Such coding generated avenues for inquiry and were translated into the specific questions of the semi-structured interviews. It was evident that these concepts were provisional and viewed as a means of 'opening' the enquiry. At this stage of the inquiry the desire of the researcher to 'articulate' the perceptions of the students was fairly restrained although it was necessary to be alert to the 'rules of thumb' laid down by Strauss (1990 p30) i.e. to use the terms used by the interviewees; to give a provisional name to each code; to move quickly to dimensions which seem relevant to given words and to focus on the items within the coding system.

Having used this initial strategy to access the issues which would form the basis of the semi-structured interviews the next phase was to design and trial the interviews. Such trailing necessitated a revision of the ordering of the questions and showed the importance the interviewees placed on confidentiality. Subsequently the interviews were redesigned, and the notes in the conceptually memo alerted the researcher to articulate clearly, prior to any interview, that all material was totally confidential.

The amount of data generated by the pilot interviews was small in comparison to the data generated by the interviews, with the eight N.Q.T.s. Axial coding, i.e. intense coding done around one category at a time, was carried out in order to see the relationships between the categories. Initially such coding was done using the language of the N.Q.T.s themselves, but as conceptualization became more complex, and as the analysis progressed, it became useful to adopt the researcher's code names. It may be argued that the adoption of the researcher's codes moves the analysis away from the interviewees but the process of analysis is one of systematic selection and ordering, a complex activity which necessitates clear parameters and the ability to 'hold' issues within the researcher's mind-set. Using the researcher's own codes at this stage was considered appropriate, given the complexity of the process and the need to conceptualize the analytical elements within the transcripts,

rather than remaining at the purely descriptive level. Having established certain axial codes the transcripts were then exposed to systemic network analysis using Elliott's three perspectives. The initial axial codes and the first eight networks developed by using Elliott's perspectives were starting points, allowing the researcher to 'get into' the transcripts. Subsequent network analysis, both on individual transcripts and across the eight transcripts, allowed for more 'trustworthy' themes to be considered and avenues for further inquiry to be developed or abandoned.

'The researcher may have a feel for what is the core, but be unable to formulate it to his or her satisfaction, so must use a provisional label until a better one can be found'. (Strauss 1990 p.35)

Provisional labels were used in relation the concepts of 'Expansion' and 'Intensification'. During the analysis the terms 'additional responsibilities' and 'increased workload' were used as the researcher at that time had not encountered the terms 'expansion' and 'intensification'. The process of analysis helped define the emergent themes but also forced the researcher to reconceptualize her understanding of the field. Such activity is in line with Elliott's hermeneutic or practical science view of teacher development (1993), the teacher here being the researcher. The findings gave an analysis of the perceptions of each interviewee in the form of an 'interpretative commentary', defined by Erickson (1986, p.152) as a commentary which includes a discussion of the significant patterns perceived in events by the researcher. Goetz and Lecompte (1984, pp. 205-206) emphasise that interpretation should include 'explanatory statements of cause and effect relationships' and this has been included where the data can uphold such statements.

Perceptions drawn from the Interviews

The pilot interviews, undertaken with six final year B.Ed. students, gave rise to three key areas. The first being 'concerns', the second, 'expectations', and the third, 'course issues'. Subsequent interviews were designed using a semi-structured approach, and

were trailed on two P.G.C.E. students, with the main emphasis being on clarity, order and content. The feedback from these students necessitated a re-ordering of the interview framework and the alteration of individual words to aid understanding and clarity. The final interview schedule can be seen in Appendix Six.

As has already been mentioned, four main themes emerged:-

1 Personal and Professional Issues

2.A Mentoring Culture

3 Expansion and Intensification

4 Course Issues

Each main theme listed supports a number of more delicate sub themes. Fig. Three gives an outline of the themes and sub themes emerging from the systemic network analysis. As previously mentioned, it was decided to focus the analysis on items 1-3 in Fig. Three. Fig. Four shows the breakdown of the responses of interviewee 1 to 8 in relation to the emergent themes.

The themes and sub themes outlined in Figs. Three and Four shall be considered in the following chapters. The category of Further Professional Development is considered in both Chapter Five, 'A Mentoring Culture', and Chapter Six, 'Expansion and Intensification'. In order to supply the 'thick description' which is characteristics of qualitative methodology, extracts from the interviews have been used to illuminate the findings, and an hermeneutic approach has been used to complement the constant comparison methods.

As has already been stated the work of Elliott provided the perspectives for the initial network analyses. Throughout the work references are made to the work of Elliott and to any relationships between the perceptions of the N.Q.T.s and Elliott's three perspectives on teacher development. One epistemological assumption inherent in the work is the view that the N.Q.T.s are active constructors of their own understanding and perceptions. The elaboration of this epistemological standpoint and its relationship to the continuous professional development of teachers has been articulated in Elliott's

'Platonic', 'Social Market' and 'Practical Science' perspectives. Fieldnotes made by the researcher showed that she anticipated that the students would exhibit perceptions in line with a 'social market' orientation, as the course undertaken by the students had moved

FIG. THREE

OUTLINE OF THE MAIN THEMES AND SUB THEMES

(Numbers in brackets reflect the number of responses from the interviewees in each of the sub themes categories.)

1. Personal and Professional Issues (Chapter 6)
 - Expectations of Self (81)
 - Competences and Insecure Areas (41)
 - General Preparation for teaching (37)
 - Model of the Teacher (37)
 - Curriculum Delivery (22)
 - Relationships (23)
 - General Professional Issues (14)
 - Coping Strategies (7)
 - Professional Development Profile (6).
2. A Mentoring Culture(Chapter 7)
 - Collegial Support (41)
 - Further Professional Development (33)*
 - Other Teachers (27)
 - Others (24)
 - The Headteacher (15)
 - The College (12)
3. Expansion and Intensification(Chapter 8)
 - Stress and tiredness (32).
 - Workload and Time (22)
 - School Expectations (17)
 - Further Professional Development (33)*
4. Course Issues.
 - College Based(44)
 - School Based (29)

*(Further Professional Development is considered in relation to both 'A Mentoring Culture' and 'Expansion and Intensification'.)

towards the criteria set out in Circular 14/93, which may be viewed as in line with a social market orientation, and the articulation of the model of the teacher as a 'reflective practitioner' had not been included in the course documentation. Also, the course had an explicit orientation towards 'competences' and 'learning outcomes', both terms used in the 'social market' orientation towards teacher training. The actual findings were contrary to those anticipated by

the researcher. The themes and their relationship to Elliott's work show that most of the perceptions articulated by the N.Q.T.s reflected a 'practical science' perspective, supported by a pragmatic approach

FIG. FOUR

THE RESPONSES OF INTERVIEWEES 1-8 IN EACH OF THE SUB THEMES								
	1	2	3	4	5	6	7	8
Personal & Prof. Issues								
Self Expectations(81)	12	11	12	5	8	16	10	7
Competent & insecure Areas(41)	2	10	3	4	4	6	7	5
General Prep.(37)	4	9	3	4	6	3	5	3
Teacher Models(37)	5	4	4	4	7	6	1	6
Relationships(23)	0	5	4	1	2	4	1	6
Curr. Delivery(22)	2	9	3	1	1	4	1	1
Prof. Issues(14)	0	0	1	2	0	5	1	5
Coping Strategies(7)	1	1	1	0	0	3	1	0
Prof.Dev.Profile(6)	1	1	1	0	1	1	1	0
A Mentoring Culture								
Collegial Support(41)	14	6	6	1	2	4	2	6
Further Prof.Dev.(33)	4	1	1	4	5	5	5	8
Other Teachers(27)	5	3	2	2	4	3	6	2
Others(24)	3	3	4	4	4	0	0	6
Headteacher(15)	1	3	3	1	2	1	1	3
College(12)	2	1	1	1	2	1	1	3
Expansion & Intensification								
Stress, Tiredness(32)	3	13	3	1	1	8	1	2
Workload, Time((22)	1	1	1	0	4	7	5	3
School Expectations(17)	2	4	0	1	0	5	2	3
Course Issues								
College Aspects (44)	11	5	5	3	8	3	4	5
School Issues(29)	6	4	4	3	4	3	3	2

to the usefulness of the competences and learning outcomes usually attributed to a social market perspective. At no point did any of the respondents show a Platonic orientation. Such findings suggest that a revisiting of Elliott's themes, linking the Practical Science and Social Market perspectives, might be a potent area for inquiry. Elliott's perspectives are discussed in relation to each of the three emergent themes in the following chapters.

CHAPTER FOUR.

THEME ONE: PERSONAL AND PROFESSIONAL ISSUES.

Teachers' voices operate as their speaking personality or consciousness to supply the essential clue to the transformation of their perceptions.'

(Diamond, 1991, p.101)

Introduction

The headings below show the scope of the areas categorised under the general heading 'Personal and Professional Issues' and the responses to each category made by the interviewees (1-8).

FIG. FIVE

Personal & Professional Issues								
<i>Interviewees</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
Self Expectations(81)	12	11	12	5	8	16	10	7
Competent & insecure Areas(41)	2	10	3	4	4	6	7	5
General Prep.(37)	4	9	3	4	6	3	5	3
Teacher Models(37)	5	4	4	4	7	6	1	6
Relationships(23)	0	5	4	1	2	4	1	6
Curr. Delivery(22)	2	9	3	1	1	4	1	1
Prof. Issues(14)	0	0	1	2	0	5	1	5
Coping Strategies(7)	1	1	1	0	0	3	1	0
Prof.Dev.Profile(6)	1	1	1	0	1	1	1	0

The first dilemma for the researcher lay in attempting to organise the areas into 'personal' or 'professional' categories. Most of the headings outlined above were viewed by the Newly Qualified Teachers as being both 'personal' and 'professional' issues, therefore it was deemed unproductive to attempt any further analysis using such criteria but rather to address the issues associated with the N.Q.T.'s perceptions of 'personal' and 'professional', and the related issue of 'expectations of self'.

From the pilot interviews with B.Ed. students, the two areas of 'personal' and 'professional' issues had emerged, however, the P.G.C.E. N.Q.T.s saw the two areas as not being distinct. When asked about 'personal' or 'professional' issues the interviewees had difficulty differentiating between the two areas. As Interviewee 7 noted:-

"My concerns are both personal and professional really. I suppose in a way they're personal because they're things that I'm personally worried about or concerned about, but obviously they are going to affect professional issues as well".

Unlike the B.Ed. students, the P.G.C.E. students viewed their role as the teacher, as being a fusion of both personal and professional aspects. Such an observation has implications regarding the socialization of teachers; however, this avenue of inquiry was not developed in the current study.

The challenge of attempting to articulate a simplistic definition of 'professional' is evident from the literature (e.g. Hoyle and John, 1995). In order to attempt to clarify this issue, Part One of this Chapter considers the reconceptualization of the term 'Professionalism'. Part Two of the chapter addresses the problems regarding student perceptions of the terms 'personal' and 'professional', whilst the Part Three focuses upon 'Self Expectations', which was the dominant theme emerging from the transcripts.

Extracts from the transcripts permeate the work. Finally, the Summary brings the findings together succinctly as a synopsis of key points.

Part One. A Reconceptualization Of Professionalism.

Due to the confusion regarding the blurring of 'personal' and 'professional' issues, it was necessary to consider the current debate regarding professionalism.

The interview transcripts showed that the newly qualified teachers found difficulty divorcing the concepts of 'personal' and 'professional'. Such a problem may be due to the current debate regarding the term 'profession'. As Hoyle and John (1995) note in their introduction to 'Professional Knowledge and Professional Practice:-

Profession is an essentially contested concept,it defies common agreement as to its meaning. (Introduction. p.1)

There has been much written regarding the notion of 'professionalism'. The following is a brief review of the reconceptualization of the concept.

Social, psychological, semantic and ideological perspectives have contributed to the transformation of the concept of 'a profession'. There exists a large body of literature relating to the areas of 'Professionalism', 'Professionalism in Teaching' and 'The New Professionalism in Relation to Teaching'.

The problems concerning precise definitions are numerous, and three camps may be distinguished. First, those theorists who attempt a definitive description of the attributes of professionals, usually based upon a criterion approach leading to the creation of a taxonomy. Secondly, a semantic approach, which considers how 'professional' and other associated words are used in discourse, and thirdly, a process model of professionalism, identified by a social interactionist approach, which relies more on an empirical analysis of the actions and activities undertaken by 'professionals' e.g. Lortie's (1975) work relating to socialization and professionalism.

The criterion approach may be criticised due to the lack of consensus regarding the various taxonomies which have evolved both over time and across cultural barriers. Also such a functionalist perspective, in which taxonomies can be developed to create a

hierarchy of occupations, will have inherent 'value' judgements and may ultimately lead to stratification and an elitist ideology.

The semantic approach, which is associated with the Chicago school, affords much for the academic. However, the approach still relies heavily on a criterion-based analysis. It can be argued that 'professional' and related words are used within a symbolic or idealistic framework which is fraught with value judgements. The work of Dingwall (1976) affords a phenomenological study of health visitors as he bases his analysis on the discourse between the participants. However, there have been few studies which adopt a systematic semantic approach.

The social interactionist approach, based mainly on ethnographic investigation via interviews and observation, allows the focus to shift from a criterion-based towards a more action-based model of the professional. The work of Nias (1989) has done much to enhance our understandings of how teachers perceive their work. However, most studies to date do not differentiate between 'professional' and 'non-professional' activity, and the subsequent empirical analysis usually develops towards a criterion model.

The problems associated with the three approaches are evident. Each approach affords a valid perspective yet precise definitions are elusive. This may be due to the fact that the nature of 'professionalism' is in a state of continuous flux, affected by changing sociological, economic, cultural and theoretical perspectives. Differing ideological frameworks have given rise to different interpretations of the concept of the professional. Freidson (1983), whilst commenting on the metatheoretical critiques associated with professionalism, notes that such critiques have:-

...either addressed false issues or issues which are essentially insoluble. (p.20)

The early 1990's reflected a change in the conceptualization of 'professionalism'. 'Professional' and 'profession' became uncoupled, as 'professional' was used in everyday terms as an adjective to describe any quality activity in the workplace. The work of Burbules and Densmore (1991) views professionalism within a wider context than a simplistic taxonomy, or as an evolving entity, - rather it considers the democratic and egalitarian context of professionalism,

which gives rise to numerous questions regarding the desirability of 'teaching' being viewed as a "profession". Their work reflects that of Sykes (1989), quoted in Burbules and Densmore (1991), which states that:-

...professionalism alone is not enough. There must be a social vision animating reform that encompasses but is not limited to the interests of teachers. Educational reform must embrace equity of goals, must honour the rights of parents and communities, must promote tolerance for diversity and responsiveness to clients. (p.45)

The above reference encompasses Hoyle's (1974) work concerning the 'extended professional'. Yet the position remains unclear as one considers the proactive and positive nature of Hoyle's 'extended professional', juxtaposed against a possibly exploitive notion of 'intensification', linked to *proletarianization*. Indeed Hoyle's 'extended professional' may be viewed as a powerful concept, yet considerations of the component parts of the 'extended professional', as identified by Hoyle in the 1970s, seem outdated and lacking in application for the 1990s. Such historical contingency may necessitate a reconceptualization of the term in order to match the current social, cultural, educational and ideological contexts. Such 'historical contingency' also affects the notion of 'professionalism'.

In order to offer a redefinition of the range and scope of issues affecting 'professionalism' and to encompass Sykes's contemporary perspective (in Burbules and Densmore, 1991), the term 'the new professionalism' has been coined. Yet Burbules and Densmore (1991) still consider the definition of the 'new professionalism' to be problematic when considering pragmatic issues such as salaries, status and working conditions for teachers:-

Even attempts to define a "new professionalism", while frequently motivated by more democratic and egalitarian sentiments, import assumptions that contravene those values. (p.44)

They argue that both traditional and contemporary conceptualizations of professionalism, which have evolved within

bureaucratic settings 'do not provide a model that teachers should emulate' (p.44).

Like the work of Burbules and Densmore (1991) much of the recent literature adopts a judgemental stance considering the relative advantages and disadvantages associated with the label of 'professional'. Darling-Hammond's (1989) work in the U.S.A. on accountability and professional practice outlines the problems of nourishing effective teaching 'based on professional norms and understandings', (p.59) and explores the contributions made to the transmission of professionalization via the 'professional development school'. She notes that in America such schools are in their infancy and are intended to 'model state-of-the-art' practice while simultaneously 'refining and spreading it' (p.59).

The literature regarding 'teaching as a profession' is wide ranging and fails to reach a definitive definition or even agreement regarding the desirability of teaching to be viewed as a 'profession':-

The words "profession" or "professional" are used 46 times in the first nine pages of Holmes Group's (1986) *Tomorrow's Teachers*. (Burbules and Densmore, 1991, p.45)

A working definition for the purpose of this paper shall be deemed as one that supports professionalism from a social interactionist perspective.

Within this semantic minefield, newly qualified teachers found difficulty discriminating between professional and personal issues.

Part Two. The Problem Of Differentiation Between Personal and Professional Issues.

It was observed that the interview sample, when asked about 'personal' or 'professional' concerns, appeared to find difficulty in divorcing the two aspects. This may have been due to their understanding of the nature of professionalism, or to the fact that they had just completed a very full and demanding course which left them very little time to consider 'personal' issues apart from very basic needs (e.g. finance). They discussed 'personal concerns' as being related to their expectations of self, their competences, their insecure areas, their preparation for teaching and the coping strategies they proposed to use in the classroom; thus they were limiting their view of personal issues to those areas which related to their role as a teacher.

They classified 'professional' issues as all those aspects which related to their work in school or their preparation for teaching. They did not view their work in college as being 'professional', for they viewed it as practical and theoretical preparation for their professional work in school.

Every student viewed teaching as a 'profession' and did not question the fact that they were joining a professional group. However, they did note the constraints upon their autonomy as teachers, but did not view this as in any way limiting their professional standing. They perceived the loss of autonomy to be part of the collaborative support network they anticipated, later defined as the 'Mentoring Culture' of schools (see Chapter Five). The notion of joining a 'profession' or of being 'professional' in their actions was seen in positive terms. At no time did any student question the desirability of teaching being viewed as 'a profession'.

It may be argued that the newly qualified teachers found difficulty differentiating between 'personal' and 'professional' issues due to the fact that they were confused regarding the concept 'professional'. The transformation of the concept of 'professional' has already been discussed. The work of Hoyle and John (1995) has done much to inform the reconceptualization of the term whilst

recognising the total involvement, both professional and personal, of the teacher in the teaching process:-

Becoming a teacher, as research has indicated, is cognitively, affectively and physically challenging. (p.159)

The responses of the interviewees endorsed Hoyle and John's view of the total involvement of the individual in the teaching and learning process and subsequent teacher development.

Interviewee 6 noted the challenge of personal development in positive terms, and questioned whether she was being too self centred as she equated such challenges with enjoyment:-

"I feel that I'm going to learn an awful lot and probably all the stuff that has gone into my head over this year.I think a huge developmental thing will take place. It will be a challenge, I find teaching extremely creative.So there's a great deal of excitement and challenge.Probably enormous fatigue. But I think the development is what I see happening most. Is that too self centred?" (Interviewee 6)

The concept of the 'self' was a theme which permeated the interview transcripts, in relation to both personal and professional issues.

Interviewee 8 noted that teaching had permeated all aspects of her life:-

"It's going to be hard work. I don't expect, but I hope, that I'll be able to get it all in order so that I'm not having to think about teaching 100% of the time. It did get to a point this year where, when I went out for a meal, I'd promised not to talk about teaching and I couldn't think about anything to talk about!" (Interviewee 8)

This idea of 'self' is a dominant feature within Elliott's hermeneutic or practical science perspective on teacher development. When Elliott argues that teachers become practical philosophers of education rather than simply empirical researchers as they engage active reflection on their practice, he places the 'self' at the centre of the activity.

Part Three. Self Expectations.

The work of the developmental theorists (Fuller, 1970; Feiman-Nemser, 1983) relating to student concerns, has highlighted the stages of development as neophytes entered their chosen career. Elliott's (1991) work considers differing perspectives on teacher development and moves the analysis towards the realms of philosophy, where the individual self may be viewed as being part of the process of development. A fertile avenue for inquiry would be to consider Elliott's three perspectives across the initial, induction and In-Service phases of teacher development. Such an analysis is beyond the scope of this inquiry however, the findings of the current work do show that the N.Q.T.s were moving towards a hermeneutic stance to their understanding of teaching. These findings extend Elliott's work, showing evidence of a hermeneutic stance at the critical period between initial teacher training and induction.

Fuller's instrument, the 'Teacher Concerns Statement', focused upon the concerns of beginning teachers. Her work included the identification of a three stage process regarding N.Q.T.s concerns. First, concerns regarding the 'self'. Second, concerns relating to 'teaching tasks', and third, concerns regarding the impact of teaching on pupils' learning.

It is interesting to note that Fuller's three stages of 'concerns' fall into the 'Personal and Professional Issues' category, identified in the current study. Her work made only limited reference to the context and the culture of teaching, which is discussed in Chapter Five, 'A Mentoring Culture', or 'Expansion and Intensification', discussed in Chapter Six. However, it may be argued that the student responses under 'A Mentoring Culture' are 'self' oriented, in that the N.Q.T.s were concerned with developing their competences, within a mentoring culture. Similarly, 'Expansion and Intensification' could be classified under Fuller's second category relating to 'Teaching Tasks'.

From the pilot interviews, where students who had not yet obtained a post in school were included, the focus was upon 'self' concerns, but such concerns were limited to obtaining a post in school. This group was excluded from the sample. However, the analysis shows that the eight respondents, although mentioning

'teaching tasks' and, to a lesser degree, 'impact upon pupils', were mainly talking in terms of issues relating to the 'self'. Such issues relating to the 'self' included self expectation, competent and insecure areas, general preparation, ideas of the model of a teacher, relationships, curriculum delivery, professional issues, coping strategies and the Professional Development Profile. They recognised their responsibility as teachers, and the need for self reliance and confidence, as important factors in their development. All these areas can be found in Fuller's hierarchy. However, Fuller's hierarchical development framework makes no mention of a useful perspective emerging and re-emerging from the Literature, that is, 'reflective practice', first discussed in Dewey (1933) and subsequently developed by Schon (1983). The ambiguity and lack of sustained definition resulting from Schon's notion of the reflective practitioner are well documented (Calderhead, 1989), but it would appear that a reflective, inquiring stance would be appropriate for each of Fuller's stages, and an important consideration in professional preparation and further professional development.

The concept of reflection is evident in Nias's (1989) studies of primary teachers which allow teachers the opportunity to 'speak for themselves'. What is particularly interesting in Nias's extensive study is that she does not rely on 'reflection' as a way of interpreting the teachers' responses, but moves towards a quasi-psychological dimension of the 'self', considering aspects of motivation and self concept theory as areas relating to reflection, for example, Maslow's (1954) hierarchy of need and Herzberg's (1966) two factor theory, i.e. 'hygiene factors' (dissatisfiers) and motivators (satisfiers). Such an approach allows for the practice of reflection or introspection to be viewed as a *part* of the teaching process, with an emphasis on teacher motivation. The stance adopted by Nias and reflected in the current work, opens interesting avenues for further inquiry and suggests that future investigation might focus more upon the individual or 'self', which is the key initiator of reflection, introspection and motivation. Interviewee 7 noted the importance of motivation and of self development:-

"I think one of the things that became very evidentwas the fact that I felt very much that I was really motivated. In fact, I think that I learned more than the children all put together. Not just about

teaching, but about other things as well, about ME. The ability to actually be motivated yourself, I think that's the main thing. I changed a lot, I learned a lot about myself." (Interviewee 7)

It is not in the remit of this work to offer extensive reviews of the psychological literature in this field, but as the notion of 'self', is emerging, or rather 'leaping' from the analysis, it necessitates some, albeit superficial, reference to the field. As has already been stated, this area is one needing further inquiry. One perspective on Nias's work was that of Diamond (1991) who stated:-

Nias (1989) found almost no information about who and what teachers perceived themselves to be. (p.19)

From the current findings, and the blurring of professional and personal issues, it appears that the interviewees perceived themselves to be 'teachers' first and foremost.

The interview findings show that the issues of the 'self', self reliance and confidence, were all aspects which related to the N.Q.T.'s perceptions of themselves as teachers. As Interviewee 8 stated:-

I'm not just their teacher of the curriculum, my attitudes and everything about me are important. (Interviewee 8)

The concept of 'self' shall be viewed using Nias's (1989) explanation, where she differentiated between the 'I' of symbolic interactionism and the 'id' of Freud. Nias's (1989) work acknowledges the total involvement of the whole individual in the teaching role, where Freud's 'untamed emotions' are not ignored. Tickle's (1994) work reinforces the idea of the emotional aspects of the self whilst learning to teach, as he reports on the experiences of newly qualified teachers during their induction year. The 'self' as used in this work constructs actions as objects of conscious reflection. The work of Polanyi (1962) regarding 'personal knowledge' and Hopkins's (1985) definition of 'self knowledge', both help us to understand the all encompassing nature of the 'self' in the teaching and learning experience.

It refers to the individual internalization of ideas that empowers a person. It refers to those moments of clarity and power that occur when we understand a concept and see how we can use it in our personal or professional lives. (Hopkins, 1985, p.55)

Nias's work has been included here, not in order to enter into the psychological debate regarding the complexities associated with the conceptualization of the 'self', but rather to substantiate the stance taken by the interview respondents which emerged from the transcripts, and which afforded a *total* involvement of the 'self' in the teaching process. Such totality of involvement was evident in four areas. Firstly, the interviewees found difficulty differentiating between 'personal' and 'professional' issues, viewing themselves only in relation to their role as teachers, and secondly, such totality of involvement was evident in the commitment they gave to teaching by the fact that they had made personal and financial sacrifices to train. Thirdly, it was evident in relation to the fervour and enthusiasm with which they discussed their role as teachers. One limitation of the use of written interview transcripts was that they permit little transmission of the emotional content i.e. fervour and enthusiasm. However, such emotional content does translate when listening to the taped interview scripts. The fourth way in which 'total involvement' was evident was in relation to the interviewees' recognition of the importance of self evaluation and reflection. They discussed analysing their own actions and being introspective in relation to their work in schools as they tried to 'make sense' of new experiences, noting that:-

"It's very important....the ability to self evaluate. To evaluate all things really.....To evaluate everything". (Interviewee 7)

Calderhead's (1988) observations note the importance of the self and state that the complex interrelations between teaching behaviour, cognition and emotion occur as a result of the changing contexts of classrooms. The context of classroom, as perceived by the N.Q.T.s, is discussed in relation to a 'Mentoring Culture' in Chapter Five, and in relation to the themes of 'Expansion and Intensification' in Chapter Six. The findings of the current study, although not

stating specifically 'what teachers perceived themselves to be', or noting the different contextual factors, which could affect such perceptions, do reflect the central role of the 'self', and the total involvement of the 'self' in relation to personal and professional issues. "I just expect to put everything into it" (Interviewee 1), "Obviously you want to do the job as well as you can do it. To be totally involved. That's professional, I suppose, but it is grounded in personal opinion". (Interviewee 3)

Some respondents attempted to put their teaching role into perspective by recognising that it was only 'part' of their life.

"Teaching is part of your life, but you've got another life as well, and often they impinge on each other."
(Interviewee 2)

Interviewee 7, who had previously worked as a Speech Therapist, noted that her past was an important factor in her current performance and level of confidence. She stated that the course and her previous experience had helped her gain confidence:-

"It has given me confidence. I don't know where its come from but it has given me confidence. I find it quite difficult to think of the course because I can't separate last year from the experience that I had before and I know that my previous experience has prepared me very well as well. It's only recently that I'm realising that I'm drawing on lots of skills that I had before....I've become more confident." (Interviewee 7)

The reclassification of the data into a category entitled, 'Personal and Professional Issues' and the confusion regarding the definition of 'professional' led to the question, 'how do newly qualified teachers view themselves, and what are their expectations of the 'self'?

FINDINGS REGARDING SELF EXPECTATIONS:

Most of the interviewees recognised the importance of self reliance as they acknowledged their responsibilities as newly qualified teachers. They talked of monitoring their own progress and keeping a 'regulatory system' or of 'constantly analysing' themselves. Such analysis is in keeping with the C.A.T.E, criteria of 3/84 which

states that students should reflect on and learn from their classroom experience. The D.E.S. White Paper, (1987), also states:-

....the ability to undertake self evaluation successfully is essential. (D.E.S., 1987)

Although the N.Q.T.s acknowledged their responsibility for taking control of their own professional development, they saw themselves doing this within a supportive school environment, where they could work with other professionals, evaluating and analysing their performance.

Such evaluation and analysis can be viewed as part of Schon's 'reflection on action' and 'reflection in action'. Schon's concept of the 'reflective practitioner' has been a pervasive influence in teacher preparation and development, and is well documented in the literature regarding Induction (Tickle, 1994). Despite the fact that the model of the 'reflective practitioner' had not been articulated as a model for the P.G.C.E. course, all the interviewees noted the importance of reflection through introspection or self evaluation, as part of their development, whilst six of the eight emphasised the usefulness of the Professional Development Profile in relation to self evaluation and the assessment of future needs, as well as helping them consider the role of the teacher. Interviewee 5, when discussing the Professional Development Profile, noted:-

"I found it useful... seeing what being a teacher is all about... seeing the areas that a teacher has got to progress in and be proficient in. Highlighting these areas has been very valuable". (Interviewee 5)

The interviewees also recognised the importance of confidence, "you just have to be confident and then you can do it" (Interviewee 6). Tickle (1994, p.47) asserted that 'growth in confidence, identification as a teacher and the ability to relate classroom experience and theory' is linked to the development of judgement through 'reflective practice'. Schon's concept then relates not only to the actions of the individual, but also to the individual's understanding of the self, and the personal judgements which feed the self image and which are closely related to the feeling of 'confidence'.

The use of a Professional Development Profile, which outlined 'competences' for teaching, was viewed by the students as helping them to gain confidence as they made personal judgements on their achievements in school. They stated that, although the profile was very 'time consuming', it was useful in making them reflect upon various aspects of their teaching and in helping them to focus on particular areas for future development. Using Zimpher and Howey's (1987) analysis of competence into Technical (skills based), Clinical (problem solving and reflection), Personal (self actualization, taken from Maslow) and Critical (ideological analysis) competences, it was evident that the Professional Development Profile focused mainly upon 'Technical' competence. However, despite the limitations of the profile in relation to the recording of the clinical, personal and critical aspects of competence, it did allow the N.Q.T.s a framework upon which to base their judgements regarding their professional development. They reported such a framework as helping them to develop their confidence as teachers, and although Stenhouse noted that the technical classroom skills were 'mere technique', the monitoring of such skills, via the Professional Development Profile, helped to develop the N.Q.T.'s confidence and self esteem, as they reflected upon their past performance and made judgements regarding their future needs.

The concepts of 'introspection' and 'motivation' were mentioned throughout the interviews, as was the importance of reflection and the adoption of a hermeneutic stance:- "I think for myself now I know the theory". (Interviewee 4)

The findings show the importance the newly qualified teachers placed on a) confidence, both to experiment and to ask for advice:-

"(you need) ...a mentor to help you to question what you are doing and to offer suggestions,,I think for myself now that I know the theories."(Interviewee 4)

".....to sit down, thinking through the links and things like that and to carry on asking for advice - I think that's the main way I can do it really."(Interviewee 8)

b) self analysis or the ability to reflect upon experience:-

"Personally I want to be as effective as I possibly can be....Basically by trying to maintain a sort of regulatory system. Making sure and evaluating myself all the time and continually looking at all that I do and how effective it really is."(Interviewee 3)

"If you are constantly analysing yourself in that way I think you'll be a good teacher.It's called 'introspection' I think - you are constantly looking at yourself." (Interviewee 5)

and c)self reliance:-

"I can ask anybody else who is at the school if I have any worries.I expect time to let me get on in my own way rather than (them) coming in interfering all of the time". (Interviewee 1)

"The ability to actually be motivated yourself."(Interviewee 7)

The tenure of all the interview scripts was one of the newly qualified teachers taking responsibility for their own learning and development. All the Interviewees stressed the importance of taking responsibility for their own personal and professional development.

Diamond (1991) states the importance of the 'self' within the process of teaching as he comments:-

Just as perception implies the active participation of the knower, all teachers must inevitably acknowledge that they see the world of the classroom from a centre lying within themselves. (p.19)

It is not suggested that all the newly qualified teachers interviewed have recognised the implications of Diamond's 'centre', but the evidence does suggest that they exhibited an internal locus of control, whilst recognising the need for confidence and reflection as part of their overall development. Diamond suggests that teacher educators should aim to help student teachers develop the skills necessary to consider their own self learning:-

.....teacher educators need to resist the temptation to aim at short-term goals such as mastery of the survival skills relating to discipline. They need to seek instead to help beginning teachers to use practice teaching to become students of their own teaching. Long-term understanding of education rather than short-term mastery of practical classroom problems is the goal. (p.19)

Such a comment has implications when considering the 'goal' orientation of a social market perspective on teacher preparation. Despite the articulation by the Government of a social market perspective on teacher *training*, as expressed in the recent language and activities associated with teacher development i.e. competences, exit outcomes, testing, L.M.S., and appraisal, to name but a few, the perspectives of the N.Q.T.s are seen as being more in line with Elliott's hermeneutic or practical scientist perspective.

Summary.

The interviewees experienced problems in differentiating between 'personal' and 'professional' issues, as they viewed the teaching experience as being a 'total' experience, challenging them cognitively, physically and affectively. In an attempt to clarify the issue of defining the reconceptualization of the term 'Profession', a short literature review has been included. However, such a review, although informing the context of the work, does little to illuminate the reasons for the newly qualified student's dilemma in failing to differentiate the two areas. Finally the notion of the self, which is viewed as the centre of both personal and professional development, is discussed in relation to the research findings. The newly qualified teachers recognised the importance of self reliance, reflection and confidence in relation to their teaching performance and subsequent development. They assumed responsibility for their own learning and development. The process of learning and its associated skills were viewed in relation to individual development rather than in relation to any external criteria or outcome, although consideration of competences and specific learning outcomes, outlined in the Professional Development Profile, were part of the N.Q.T.'s process of 'introspection' or 'reflection', which informed their judgements regarding a) their progress and b) their future needs. Such activity aided their self confidence and raised their self esteem.

The emphasis on a hermeneutic rather than a social science orientation led to the question of the compatibility of Elliott's two philosophical perspectives and their place within the continuum of the professional development of teachers. It also alerts the researcher to the need for further research into Elliott's platonic or rationalist view of teacher education, and begs the question as to why there is little significance given to this perspective in the current findings.

KEY POINTS

- The N.Q.T.s in the sample experienced problems differentiating between 'Personal' and 'Professional' issues.
- 'Personal' issues were limited to their role as teachers.

- 'Professional' issues included all aspects which related to their preparation for teaching and their work in school, but not necessarily their work in college.
- Teaching was viewed as a 'Profession'.
- They noted constraints upon their autonomy but did not think that such constraints would affect their professional standing.
- Their 'total involvement' in teaching was evident in four ways:-
 - 1) as they only discussed themselves and their personal issues in relation to themselves as teachers;
 - 2) by the commitment they felt they had given to teaching, i.e. they had made personal and financial sacrifices to train;
 - 3) by the fervour and enthusiasm with which they discussed their role as teachers;
 - 4) in their recognition of the importance of a) individual responsibility, b) self evaluation and c) reflection.
- The category 'Expectations of Self' dominated the systemic network analysis (i.e. 81 responses). This category included such areas as a) confidence, b) self evaluation and analysis, c) introspection and reflection, d) self reliance, as well as e) individual responsibility.
- The N.Q.T.s stressed the need for further professional development and anticipated attending courses.

These key issues are cogent in relation to Elliott's (1993) view, wherein the individual teacher develops through reflection both 'on' and 'in' action. Elliott views professional learning' as 'reflective practice' which underpins 'situational understanding' and where:-

....practice is grounded in interpretations of particular situations as a whole and cannot be improved without improving these interpretations. (Elliott, 1993, p.198)

Given this perspective, and the emphasis on the teacher as learner, teacher preparation and development:-

...becomes largely a matter of facilitating the development of teacher's capacities for situational understandings as a basis for wise judgement and intelligent decisions in complex, ambiguous and dynamic educational situations. (Elliott, 1993, p 19)

Finally questions regarding of the compatibility of Elliott's social market and hermeneutic perspectives, and the place of the Platonic perspective within initial teacher training were seen as areas for further inquiry.

CHAPTER FIVE.

THEME TWO: A MENTORING CULTURE.

The professional development of teachers should be a continuous long-term process undertaken for and by all teachers.'

(Tickle, 1994, p.1)

Introduction.

Having discussed the theme of 'Professional and Personal Issues', the second theme emerging from the interview transcripts was related to the school culture, or as defined later in this chapter, 'A Mentoring Culture'. Part One of this chapter considers the problem of definition regarding the term 'mentor', whilst Part Two focuses on the specific school contexts, in relation to mentoring, which have either been experienced by the N.Q.T.s in training or which they anticipate joining in their first posts. Part Three considers the analysis of the data, including the categories of, 'Collaboration and Collegiality', 'Further Professional Development', 'Other Teachers in the School', 'Others not in the School', 'The Headteacher' and 'The College'. Also in Part Three the interviewee findings are corroborated by evidence from the 'Block School Experience(II)' Formal Evaluation Questionnaires administered to eighty students, relating to the second school experience, which were completed approximately nine weeks before completion of the course. Finally, the Summary includes a synopsis of the key points.

'Culture' shall be defined using Handy's (1986) definition in relation to organizations which have:-

...sets of values and norms and beliefs - reflected in different structures and systems (and which are) affected by the events of the past and by the climate of the present, by the technology of the type of work, by their aims and the kind of people that work in them. (p.185)

FIG. SIX

A Mentoring Culture										
(Interviewees and Responses Made)										
	1	2	3	4	5	6	7	8	Total	%
Collaborative Support	14	6	6	1	2	4	2	6	(41)	27%
Further Prof.Dev.	4	1	1	4	5	5	5	8	(33)	22%
Other Teachers	5	3	2	2	4	3	6	2	(27)	18%
Others	3	3	4	4	4	0	0	6	(24)	16%
Headteacher	1	3	3	1	2	1	1	3	(15)	10%
College	2	1	1	1	2	1	1	3	(12)	7%

(The % recorded are the category responses shown as percentages of the total responses.)
 (Further Professional Development is also considered in Chapter Eight.)
 (Taken from Fig. 4 'The Responses of Interviewees 1-8 in each of the Sub Themes.')

Fig. Six shows the expectations of the eight interviewees in relation to the areas from which they anticipated support during their first year of teaching.

Each segment shows the number of responses made by the interviewees to the six categories, i.e. Candidate 1 commented once on the Head Teacher and five times on the Other Teachers, as expected sources of mentoring or support.

Part One. A Problem of Definition.

The plethora of works relating to the role of the mentor and the practice of mentoring is testament to the current interest in the area of school-based initial teacher training. Such an interest is born partly of Government directives, and partly from the desire of those involved in initial teacher education to improve current practice in the light of evaluation and research developments.

The range and variation of initial teacher training programmes, coupled with the differences between the various school placements, has compounded the ambiguity regarding a clear definition of a 'mentor' and a general understanding of the practice of 'mentoring'.

Carruthers, in Caldwell and Carter (1993), notes that contextual demands have caused the classical model of mentor-protégé to be adapted, giving rise to a proliferation of models, which, in turn, have necessitated the creation of a multiplicity of:-

..... definitions which have probably core agreement but peripheral differences. (p.10)

In attempting to identify the 'core agreement', he notes that, despite the variations in the definition of the mentor, most:-

....fall into one of two categories: 1, those which emphasise the professional development of the protégé *only* and 2, those which emphasise professional and personal development of the protégé. (p.11)

As discussed in the previous chapter, personal and professional issues were perceived as being inter-related by the interviewees.

Bennett and Carré (1993) have been able to give detailed evaluations of the work of mentors in practice during their observations of the Leverhulme Primary Project. They note that:-

The perceived role of the mentor was thus varied, butan underpinning factor is guidance which gives a feeling of being accepted, both personally and professionally. (p.206)

Jacobi, cited in Caldwell and Carter (1993), offers a comprehensive definition:-

Mentoring relationships are helping relationships usually focused on achievement..... Mentoring relationships are reciprocal relationships. The mentor as well as the protégé derives benefits from the relationship... Mentoring relationships are personal. (p.57)

The move away from the traditional mentor-protégé relationship, executed within an apprenticeship framework, towards a more symbiotic situation, in which both partners 'learn', appears to be emerging in the 1990's; and this is reflected in the responses to the semi-structured interviews, which will be discussed in detail later in the chapter.

This symbiotic learning has come about partly as a result of the findings of the humanistic school of psychology which attempts to support the notion of a positive inter-relationship between the cognitive and affective domains (e.g. Cant and Spackman 1985; Lawrence 1971 and 1985; Rogers 1969). Their findings suggest that a relationship, which includes a 'personal' dimension, is more effective in supporting professional development - the relationship between professional and personal development being viewed as symbiotic. However, given the move towards 'competency output' models of Initial Teacher Training, and the limited time involvement available to the mentor/protégé relationship, it must be asked whether it is feasible to maintain both a professional and personal dimension in mentoring support. Such questions are linked to the more general issues regarding the compatibility of different philosophical perspectives implicit in any one course or policy. Whilst Elliott's analysis helps the researcher to organize data within a quasi-abstract framework, it does little to help them understand inconsistencies at course or policy level. Such understanding can be gleaned from scrutiny of case studies. In relation to this particular study the findings led to the following questions being raised in the research diary.

1. Is it preferable for I.T.T. courses to focus on specific outcomes (competences) or to engender a process orientation, helping students to learn how to learn. This has direct implications for the role of the mentor.

2. If students anticipate joining a supportive mentoring culture should the schools selected for the placements of students be those that reflect such cultures? This too has direct implications for the role of mentor/mentee in the training process.

3. What is the role of the N.Q.T. within the mentoring culture?

This complex picture is further developed by Bird, writing in Caldwell and Carter (1993), who notes the importance of both the affective and cognitive domains, and concludes:-

Structuring mentoring in terms of the cognitive and affective components of shared adventure will foster personal challenge through a process of collaborative reflection leading to enhanced metacognition. (p.58)

The previous paragraphs offer a somewhat general analysis of the literature. Claxton, in his Opening Address to the British Psychological Society (Education Section) Annual Conference (Wokingham, Berkshire, 19-21 November, 1993), entitled "The Apprentice's Sorcerer: Towards a Psychology of Mentoring", considers a more specific analysis of the role of the mentor, using a framework based on the psychological research findings regarding: 1)The Learner, 2)Learning to Learn and 3)The Learning Culture. He places his observations within the context of the 1990's and the move towards school-based Initial Teacher Education. Claxton (1993, p.1) notes that:-

The content of learning for the mentor, the beginning teacher and the school student are different. The processes they are obliged to go through, and the skills and qualities that learning demands, are strikingly similar.

He acknowledges the dimensions of variation inherent in the generally accepted 'traditional arts and guilds' apprenticeship model, which he maintains, is 'essentially European/American' (p.4).

Claxton's dimensions (see Fig. 7) have been included here, not as a definitive list, but rather to highlight the problems of identifying and listing such an ever-expanding taxonomy. Such variation of practice results from a)the different psychological predispositions and assumptions of both the mentor and the protégé (although Claxton's paper only acknowledges the differences of the mentor),

plus b) the inter personal dynamics of their relationship, as well as, c) what Claxton deems the 'intrinsic demands of the domain of expertise' (p.5). Such a complex taxonomy may suggest an explanation of why the responses, to both the interview questions and the Block School Experience (II) Formal Evaluation Questionnaires (see the next section - analysis), showed that students and newly qualified teachers adopted an eclectic, needs based approach when seeking support or mentoring.

Claxton (1993) develops his analysis and highlights the complexity of the interpersonal variables which might cause the traditional mentor/protégé relationship to break down, causing students and newly qualified teachers to seek support from other sources rather than from 'mentors' identified by the schools. He notes that:-

The introduction of these personal variables makes the situation especially delicate. (p.5)

FIG. SEVEN

CLAXTON'S DIMENSIONS OF VARIATION

Rigidity vs. Flexibility

Strong vs. Weak

Individual Organisation vs. Collective Organisation.

High Responsibility vs. Low Responsibility.

Technical Role vs. Pastoral Role.

Tacit nature of Knowledge Base vs. Articulate nature of Knowledge Base.

However, his paper underestimates the range, scope and developmental nature of such variables, and thus highlights the need for the creation of a body of research evidence to clarify such issues. Nevertheless, his work makes a heuristic leap to what might be construed as a sociological reality based upon psychological assertions i.e. that a multiplicity of models and the selection of the most appropriate and effective model is dependent upon:-

...not only the intrinsic nature of the skill domain, but on the sociocultural nature of the "community of practice", and alternative values and visions of what "good practice" is designed to achieve. (p.6)

The importance of the 'community of practice' is evident in the responses of the interviewees who anticipated a supportive school culture.

The main thrust of Claxton's (1993) work is to introduce a model of 'the mentor' as an active and reflective learner within the process of mentoring:-

The conscientious attempt by the New Mentor to develop the requisite skills and qualities will necessarily make them more reflective on their own practice; more cautious about adopting fixed educational positions; more judiciously adventurous in their teaching. (p.12)

Baird, in Caldwell and Carter (1993) also acknowledges the importance of the 'mentor as learner' in the mentor/protégé relationship, which:-

...empowers the professional to work individually and with others towards more perceptive and effective practice. In so doing, it improves the quality of education for all. (p.58)

The notion of mentoring as being an opportunity for 'education for all' is developed in Diamond (1991), where teachers, at every stage of their professional development are viewed as self-directing and self-determining individuals. Diamond adopts a broad perspective of professional development, including student teachers in Initial Teacher Education, as he states:-

Teachers are neither more nor less than their way of understanding their universe. Central to that understanding is the interpretative choices they make in locating themselves within that universe. (p.123)

The interview findings show how the interviewees perceived a change from a 'one-to-one' mentoring relationship towards the

recognition of a supportive school network in which the emphasis was upon a 'learning culture' or 'mentoring culture'.

Corbett and Wright, in McIntyre et al. (1993), note the importance of the mentor as a learner, when they discuss the selection of mentors for an Articled Teacher Programme:-

...a willingness to learn and develop seemed to be a key factor in selecting mentors..... (p.227)

The problem of a definition for 'the mentor' is apparent; however, it may be argued that definition becomes academic when considering the needs of both students in training and newly qualified teachers, and their perceptions of the individuals who they 'believe' meet such needs.

The idea of a 'Mentoring Culture' may be viewed as a culture which encompasses continuous professional development and allows for individual needs to be considered within a reciprocal framework.

Shaw, in Wilkin (1992), supports the notion of continuous professional development:-

...ideally, the training of teachers would take place not only during their period of initial training but as a continuous cycle which to some extent begins with the individual's own educational experience, continues through higher education and teacher training, is developed in the probationary period and/or early years of teaching and continues with in-service training and professional development until the end of the practitioner's career. (p. 95)

It can be seen in Part Three of this chapter, that all the interviewees expected to be engaged in some form of further professional development. They viewed such development as being part of a supportive school climate, or mentoring culture, which they were on the brink of joining.

Such an all encompassing notion of teacher development relies upon the individual learner being motivated towards further development. The findings of the study suggest that the N.Q.T.s did not consider development in relation a hierarchy of competences or outcomes to be achieved, but rather as an involvement of the self, interacting with other colleagues as they strove to improve their

practice and their understanding of the complex situations inherent in teaching. Such a perspective is compatible with Elliott's hermeneutic or practical scientist perspective on teacher development

Part Two. The Context (with a specific focus on Mentoring).

Since the early 1980's 'X' College at which the P.G.C.E. cohort was trained, has provided training programmes for mentors. The nature and duration of the programmes have altered over the years, both for educational and economic reasons. Thus various courses, focusing on mentoring, have been undertaken by teachers in 'X'shire's Primary schools. The hybrid nature of mentor training offered by the institution has been exacerbated by the movement of teaching staff, both to and from the schools used for training placements. Hence, after ten years of mentor training there still remains a patchwork of provision of mentors in 'X'shire Primary Schools. Until September 1994, there had been no 'official' mentor training programme for the teachers in the *schools used as training* schools for the Post Graduate Course, although some of the teachers had undertaken mentor training, linked to the undergraduate B.Ed. Course. In relation to the current work, which focuses on the Post Graduate Course, there are many questions which need further inquiry, for example:-

1. Which schools had staff who had undertaken a mentor training programme?
2. What was the nature of the programme they undertook? (Programmes varied from a one term course, entitled 'Teacher Reflection and Analysis in the Classroom', to a 'Three Day Mentor Training Course').
3. When the student teachers selected their own 'mentors', what criteria were they using?
4. Were the students considering 'helpfulness' in terms of professional or personal help?

However, despite a mismatch of preparation for mentoring and the diversity of the needs of individual students, it becomes apparent that all students, in differing school contexts, experienced a supportive network of teachers during their training period, and that they anticipated joining a supportive school culture where mentoring

would be available from a range of individuals. Interviewee 4 noted the importance of mentor training:-

I think that the teachers who are training you in school need training sessions themselves. I know that's an enormous undertaking but if that can't happen there needs to be a training manual, so the teachers who are taking the students know what their students need. (Interviewee 4)

The term 'mentoring culture' is used in this context to define all those individuals and practices which have supported the student in training and which the newly qualified teachers expect to encounter in the schools. The term 'collaborative culture' has not been used as this is viewed as pertaining only to the informal aspects of the school culture, and not the total experience of the newly qualified teacher, including formal and informal experiences. Also, as there is much ambiguity in the literature between the terms collaborative and collegial, it was decided to adopt the term 'mentoring culture', so as to include the total support network as perceived by the N.Q.T.s. The term 'mentoring culture' is used to encompass all those individuals, both within (teachers) and without (other N.Q.T.s/friends etc.) the school, who are perceived by the student or newly qualified teacher, as being supportive and an aid to their development, plus all the formal (collegial) and informal (collaborative) structures and courses, both within and without the school, which enhance professional and personal development.

Part Three. The Data Analysis (Semi-Structured Interviews, Results of the Interviews).

THE DATA ANALYSIS AND THE RESULTS OF THE SEMI-STRUCTURED INTERVIEWS

This analysis is based upon the responses of eight interview respondents and supported by evidence from the results of an evaluation questionnaire, given to eighty Primary Post Graduate Students undertaking a one year Initial Teacher Education programme (see Appendix Eleven - B.S.E. (II) Formal Evaluation Questionnaire).

The inquiry considers newly qualified teachers' perceptions regarding the support they anticipate during their first year of teaching.

The findings of the Block School Experience (II) Evaluation questionnaires, which are used to illuminate the semi-structured interview responses, are limited in so far as they only offer a broad analysis of those groups of key individuals who are perceived by the students as being 'supportive' within the learning situation. Such individuals may be termed 'potential mentors'.

There were no equivalent categories on the evaluation questionnaires to the categories of 'mentoring culture' or 'self', which emerged from the analysis of the interview scripts. This is evidence of one of the advantages of qualitative analysis in that such analysis allows for unexpected categories or concepts to emerge.

The analysis of the interview responses (see Fig. 6) showed that the newly qualified teachers considered not only individuals, but also cultures and school programmes, which would offer support during their induction year. For this reason the analysis went beyond 'individual mentors' towards 'mentoring cultures' and also highlighted the importance of the N.Q.T.'s personal responsibility in relation to taking the initiative to seek help and support. Such personal or self responsibility has already been discussed as an important aspect of Further Professional Development (see Chapter Six, Personal & Professional Development). Interviewee 1 responded 14 times in the category designated 'collaborative support'. The

other interviewees also responded frequently in this category, i.e. between 1 and 6 responses.

The analysis showed that all interviewees expected there to be a culture of collaborative support (41 responses) within the school. They anticipated that such support would include the availability of induction programmes, or the opportunity to engage in other courses, categorized here as 'Further Professional Development' (33 responses). All interviewees commented on the key role of 'Other Teachers' within the school, while six of the eight interviewees noted the importance of 'Others', external to the school i.e. other N.Q.T.s, teacher friends, etc. The 'Headteacher' was acknowledged less than all of the other categories (15 responses), except the category entitled 'College' (12 responses). However, although the N.Q.T.s discussed the Headteacher less frequently than four of the other five categories, they all stressed the key role of the Headteacher.

It is interesting to note that while all respondents expected there to be a learning or mentoring culture within the school, of the thirty three responses regarding 'Further Professional Development', only two interviewees expected that there might be a formal induction programme, though not one interviewee had been told, at interview that they would be undertaking an induction programme.

The following paragraphs include extracts from the interview scripts and highlight the key areas of delicacy emerging from the systemic network analysis:- a)Collaboration and Collegial Support; b)Further Professional Development; c)Other Teachers in the School; d)Others, i.e. N.Q.T.s, Friends and Family; e)Head Teacher; and, f)College.

a)Collaboration and Collegial Support.

All the students in the interview sample developed the idea of 'supportive teachers' into an acknowledgement that the whole school was a supportive learning environment. They recognised the open sharing of school practices and the collaborative approach to planning, learning and working as a team. All eight interviewees had visited the schools prior to interview and five had revisited the school following interview. All anticipated a high level of support and a co-operative environment.

Collegiality and collaboration were both issues which emerged from the interview transcripts. Following the network analysis the researcher had to return to the literature to decide upon a working definition for the terms 'collegial' and 'collaborative', which were used interchangeably in much of the documentation. It was decided to adopt the term 'collaborative' for the informal interactions within the school, whilst 'collegial' was to be used in relation to those formal activities which aimed to promote interaction. Most interviewees talked of the informal collaboration rather than of any formal collegial structures which had been established. Collaboration was viewed both in relation to the support that the students anticipated from their colleagues and to the general ethos and culture of the school.

The students interviewed anticipated that their colleagues in the schools they were about to join would 'help' them if asked. Interviewee 1 commented on the support she anticipated from members of the school staff, but she noted that she would not want all the staff to be coming into her room frequently and feared they might offer criticism, or too much guidance. However, she commented that she would feel she could go to them if she needed assistance or advice:-

"I expect quite a bit of supportThe Headteacher seems wonderful and she said if I wasn't sure I can go and see her, so did the Deputy and the other teachers too." (Interviewee 1)

Interviewee 2 noted:-

"I'm expecting a lot of support and I know that I'm going to be helped a lot,I'm expecting my first year to be hard work but I know I will have had the support." (Interviewee 2)

She also noted the importance of friendship as well as collaborative support, reinforcing Bird's (in Caldwell and Carter, 1993) 'personal perspectives on mentoring', where personal interactions play a key role:-

".....I think friendship will be a big one because I'd like not just to have them as colleagues but to be able to talk to them about other things because.....teaching is part of your life, but you've got another life as well, and often they impinge on each other."

Interviewee 3 noted:-

"There's bags of support which is a good chance to really develop and carry on with the things I've started to do now..... I'll try my best to deal with it in a way, but certainly I'll ask people for help and get involved with school as much as I can. I know the school I'm going to, I'll get support and understanding there."(Interviewee 3)

Interviewee 4 anticipated the general reciprocal nature of collaboration yet realised that she had not identified who she would turn to for support:-

"I know there are co-ordinators who I can go to at first. People who work together, I know that they are there - somewhere.....". (Interviewee 4)

Interviewee 5 considered both the formal aspects of collegiality and the informal notion of collaboration, commenting on the importance of timing and sensitivity to the N.Q.T.'s need:-

"I hope that the school can provide a good level of support for me really. Again it's about professional development.I hope that they can pass all this information on to me at the right time and in the right amounts so that they can provide support when I get stuck."(Interviewee 5)

She also noted the importance of 'timing' in relation to her own leaning experience. This reflects Fuller's (1970) concept of 'personalized teacher education', where sequenced experiences would address N.Q.T.'s concerns as they arose.

The importance of friendship and informal collaboration was reinforced by the comments of Interviewee 6, as she identified the important factors which would contribute to her success in school:-

" Well, it comes back to a supportive environment, shared ideas and collaboration. Feeling you can turn to them (colleagues), if you want to ask them things. And the curriculum people - to go to them for information, and friendship, not just about school issues, but if you are feeling fed up or depressed - you've got someone to talk to. A good supportive working environment.....I'm working in a team.....There's a fantastic supportive sharing group of teachers there.....I'm sure its going to be a very good supportive

environment for me as an N.Q.T. in which I can develop. And I don't think I could expect or want more than that".(Interviewee 6)

Only Interviewee 7 stated that one teacher had already been designated as her mentor for the year, but she also expected support from the other staff members. Interviewee 8 hoped the school would be supportive and she endorsed a reciprocal, collaborative stance as she anticipated giving something to the school in return:-

"I hope I'll get the support from the other teachers and probably get the satisfaction from being able to give them something as well."

She continued to note:-

"I expect the school to be really supportive towards me, and the welcome I got indicated that that's going to be the case..... What hit me about that particular school was the amount of support they were offering me there and then. I stayed for the afternoon after the interview and the girl who has my class now had all the files out. I mentioned that I was slightly shaky on geography and she said "I'll be in the next classroom - I'm the geography co-ordinator - I love geography - maybe we could arrange and I'll teach some of your geography". I thought "Hey she's nice". She really was and that atmosphere,.....a really sharing atmosphere. I'm looking forward to it."(Interviewee 8)

Interviewee 8 spent some time in the interview commenting on the atmosphere and culture of the school.

"To actually become part of the teaching community....Now this is going to sound very strange, but in the staffroom there's a candle on the table that is lit every morning and the teachers pray together before they start the school day."(Interviewee 8)

Such formal collegial structures within a school may be deemed as supporting informal collaboration.

Most of the students reported that they had been offered much support in the schools where they had undergone teaching practices, and they assumed that their first placements would afford similar support. However, Tickle's (1994) work suggests that, during the Induction Year, N.Q.T.s did not receive the support they anticipated, especially in the Secondary area, but that the Primary schools were

more supportive. The interviewees all anticipated a collaborative approach to their first year of teaching, whilst some students acknowledged that the school had already established structures which might enhance collegiality e.g. morning meetings, and the appointment of mentors/co-ordinators.

b)Further Professional Development.

All the interviewees acknowledged the need for some form of further professional development as part of their professional career. Such development was viewed mainly as I.N.S.E.T. Courses, or Higher Degrees. Only two interviewees expected or hoped for a structured induction programme, whilst another two anticipated access to courses. None of the interviewees had been told that they would have access to an Induction Programme. Interviewee 7 was aware of the resource implications of such activity, and the problem of funding Induction programmes.

" 'Xshire' I'm sure will have a training programme for N.Q.T.sso hopefully I'll be able to go to that and to different courses." (Interviewee 1)

"As far as people who will help me there's the Newly Qualified Teacher Programme which - well they run courses which the County put on".(Interviewee 4)

"Taking further training, and INSET days that are offered...(I want) to take courses on things and bring that back into the school.I also want to do my masters degree".(Interviewee 6)

"I'm hoping that there will be opportunities for In Service training.I'd like to think that there are sufficient resources to do the sort of things that I want to do."(Interviewee 7)

However, not one interviewee had been told that they would be involved in an induction programme, although they had had their respective additional responsibilities outlined at or immediately after, the job interview.

c)Other Teachers in the School.

Most students viewed fellow teachers as being those individuals who they would go to for everyday advice and support.

In some cases support had already been offered to the newly qualified teacher by the school staff, but in only one instance had a 'mentor' been appointed. Subject Co-ordinators were also seen as potential 'key' individuals for support during the N.Q.T.'s first year of teaching.

For further insights into the interviewees expectations regarding the other teachers in the school see Appendix Twelve, 'Verbatim Extracts from the Interview Transcripts Showing the N.Q.T.'s Expectations of Other Teachers in the School'.

d)Others not in the School, e.g. Newly Qualified Teachers/Friends/Family.

From the responses regarding this category (24), it may be assumed that the newly qualified teacher needs both personal and professional support from 'professionals' rather than from those outside the profession. Five of the eight interviewees were seeking such acceptance from within the profession, yet not in their teaching school. Only three interviewees noted the support from family and friends outside the profession. Such findings are congruent with Bennett and Carré's (1993) work, which notes the importance of professional and personal acceptance in the mentor/protégé relationship. The interviewees found it difficult to separate personal from professional issues.

Interviewee 2 acknowledged that she wanted the support from the parents of the children. She was the only interviewee to see the parents as a source of support:-

"I'd also like to see support from parents, I'd like to have some support in that they do realise that I can do my job and I have the children's interests at heart and for them to support the methods I use." (Interviewee 2)

Six of the interviewees, with the exception of Interviewees 6 and 7, viewed other N.Q.T.s or friends 'who are teachers' as being an important source of support. This finding is confirmed by the analysis of the Block School Experience (II) Evaluation Questionnaires, which will be discussed in the 'corroborative documentary evidence' section of this chapter, where 'peers' were viewed as an important source of help and support.

"I'm likely to turn to different people for different things, I have a lot of friends who are teachers, so whenever I get a problem I tend to turn to them." (Interviewee 8)

e) Headteacher.

The Headteacher was seen as a key figure, and all students expected that the Headteacher would be accessible and supportive during their first year. All the interviewees had met their respective Headteachers at the interview for the post and from their comments, it appears that the Headteachers had made very powerful and positive impressions on the newly qualified teachers.

"She's (Head) wonderful at the school because she's already said that if you have any problems just send a child with a postit with HELP on it in big letters and I'll be there." (Interviewee 3)

f) College.

Only five interviewees considered that College would act in a supporting role following completion of the course, and of those five, most only saw redress to college support where there were problems which could not be addressed at school. College was viewed as a mediator. Interviewee 7 noted the importance of College as being somewhere where she would find access to 'theory', whilst interviewee 8 noted the fact that College knew her well and would therefore be in a good position to aid her future development.

"I know that people can help you in school as well but from the theoretical point of view I think College is very important.... I'd also like to think that I could come back and ask advice if I wanted to." (Interviewee 7)

"I do expect that I'm going to have to come back. You are the people who know me, like the things I've fallen down on here and so you'll be my point of reference if I have problems or if something is going particularly well, it will be quite nice to let you know." (Interviewee 8)

Part Four. Corroborative Documentary Evidence.

The analysis of the interview transcripts has been corroborated by evidence from Block School Experience (II) Evaluation Questionnaires (see Appendix Eleven, Block School Experience II - Formal Evaluation Questionnaire. N.B. The focus of the evaluation for the purpose of this section was Question 17). Whilst the interview sample was deemed too small a number to justify any qualitative analysis, the questionnaires sample of eighty students was considered an appropriate number for such analysis. Percentages have been used to allow ease of interpretation.

The aim of Question 17 was to elucidate the students' perceptions regarding their understanding of those individuals who had 'helped' them during their teaching practice in school and in their development towards becoming a 'teacher'. Evaluation sheets were distributed to eighty P.G.C.E. students with a return of 91% (i.e.73). Students were asked to rate seven categories of individuals on a Likert type scale of 1(much help) to 7(no help). Following the pilot of the questionnaire it became apparent that students did not want to rank order individuals, but rather to select from a scale, allowing the possibility of equal ratings to be given to different categories of individuals. The subsequent results allowed for a range of extremes to be recorded. Fig. Eight shows the findings of the Block School Experience (II) Evaluation Questionnaires.

From Fig. Eight it is interesting to note that only two categories received responses from 100% of the students returning the questionnaire, (i.e. 'Class Teacher' and 'Link Tutors') and that the Class Teacher received the highest overall percentage rating in any category (73%). The Headteacher, Other College Tutors, Other Students and Other Teachers all received responses from between 93% and 98% of the students, whilst only 40% commented on the A.N.O. category. The A.N.O. category included mostly 'partners', 'friends' or 'family' who had experience of teaching. Single idiosyncratic responses to the A.N.O. Category included:-School Cleaner, Free College Bus Service, Free Computing Service and The Library.

FIG. EIGHT

INDIVIDUALS PERCEIVED AS BEING HELPFUL DURING
SCHOOL PRACTICE (questionnaire responses)

(Taken from the Final Questionnaire administered to 80 students)

(For ease of reference raw data was converted into percentage ratings)

Ratings	1	2	3	4	5	6	7
Class Teacher(100%)	73	08	03	03	07	01	05
Link Tutor(100%)	22	33	14	14	06	07	04
Other Teachers(98%)	08	26	26	17	10	07	04
Other CollegeTutors(94%)	07	16	25	12	21	07	00
Other Students(94%)	15	19	40	11	04	04	01
Head Teacher(93%)	08	15	22	21	07	16	04
A.N.O.(40%)	21	08	04	00	00	03	04

(Numbers in brackets show the % of students commenting on the area,
i.e. only Class Teachers and Link Tutors received ratings from all students)

For the purpose of analysis it was decided to consider the group ratings of 1 to 3 (most helpful ratings) as these were the ratings which highlighted the student's perceptions of those groups of individuals who were 'most helpful'. Using this framework the following table (Fig. Nine) emerges, :-

FIG. NINE

 COMBINED PERCENTAGES OF THE CATEGORIES 1-3 IN FIG.8

(LISTED IN RANK ORDER)

Combined Percentages of the Categories 1-3.
Listed in Rank Order:-

1 Class Teacher	84%
2 Other Students	74%
3 Link Tutors	69%
4 Other Teachers	60%
5. Other College Tutors	48%
6 Head Teacher	45%
7 A.N.O.	33%

From Fig. Nine, it appears that the perceptions of the students regarding those individuals who had been most helpful to them fall into the Class Teacher, Other Students and Link Tutor Categories, with Other Students being rated more highly than College Link Tutors. The student body itself was perceived by the students as being a powerful tool in helping them to develop as teachers. This supports the comments during the interviews where other N.Q.T.s or friends who were teachers, possibly ex-P.G.C.E. students, were viewed as important sources of support.

It is generally accepted that mentors may help the Initial Teacher Education student or the newly qualified teacher within a particular situation, at a particular time. As Booth's (1993) work shows:-

Students at this stage also want mentoring advice which centres on the immediate, practical issues of subject-specific teaching and classroom management and control, and which builds on the experiences they have already gained. (p.194)

However, it is for the protégé to recognise that learning to teach and learning to learn involves evaluating, reflecting, questioning, re-evaluating, and reconstructing both theoretical frameworks and practical assertions. In this active process they redefine and expand their own 'universe'. Such redefinition begins the moment the protégé enters the class, and it is rekindled with every subsequent interaction in the classroom. The movement from student teacher to newly qualified teacher, to experienced teacher to mentor, is a continuum of the same process of learning and transformation. The mentor and protégé relationship needs to be symbiotic to allow for the transformation of both. It is important to note that the word 'transformation' has been used judiciously, in order to prevent some of the assumptions associated with mentoring in relation to apprenticeship models, where 'reproduction' is viewed as part of the change process. Such 'reproduction' may be seen as limiting and at odds with the notion of both parties 'learning to learn'.

The role of mentoring may be viewed as part of the professional development of the teacher, and as such it would be beneficial to both the mentor and the protégé within Claxton's (1993) 'learning culture' of the school.

The personal and professional development of teachers within the mentoring cultures of both the school and the training institution has been encompassed in the following lines from Corbett and Wright, in McIntyre et al. (1993):-

The mentor's role is complex and subtle.....It has everything to do with developing together, to think, to feel, to learn and to grow. It is ultimately to do with the human spirit and how we cherish that within ourselves and within each other. (p. 232)

The comments from Interviewee 8 regarding the staff meeting together each morning around a table with a lighted candle, can be seen to support Corbett and Wright's notion of 'developing together'.

Summary.

The findings show that the students acknowledged a range of individuals as being instrumental in aiding their professional and personal development. This supports Claxton's notion that mentoring roles need not be vested in a single person.

The evidence from the interview scripts, corroborated by evidence from the Block School Experience (II) Formal Evaluation Questionnaires administered to eighty students, shows that the students and newly qualified teachers select mentors from those involved in the teaching profession, both within and without the school. Students selected mainly from class teacher and peers, whilst Newly Qualified Teachers consider support mainly in relation to their own ability to work within a learning or mentoring culture, and to be involved in Further Professional Development, selecting individual mentors, when and where appropriate. The findings show that all interviewees anticipated support from their school, especially in relation to the Headteachers, who had made strong positive impressions on the N.Q.T.s both at and after their interviews for the posts. The term 'A Mentoring Culture' was used to emphasise the eclectic selection of individuals who could help the newly qualified teacher within a supportive network of informal collaboration and formal collegial structures, e.g. induction programmes. It was noted none of the newly qualified teachers had been led to expect an induction programme and only one had been designated an 'official' mentor. Whilst the newly qualified teachers had not been informed regarding any formal induction to their schools, they had all been designated clear areas of responsibility, as is highlighted by Chapter Six, entitled 'Expansion and Intensification'.

From the analysis of the Interview scripts it would appear that the students exhibited self reliance on completion of the course, expecting to take responsibility for their own development, and that they viewed the whole school as a supportive learning environment in which mentoring was viewed as part of the learning culture, or as has already been suggested a 'mentoring culture'. The importance of such a culture allowed for newly qualified teachers to select those individuals who they felt would be most useful in specific situations and for specific needs. Collaboration was viewed as something which

the N.Q.T.s expected as part of the school culture, and they anticipated support from their colleagues within the profession. Although they all acknowledged the importance of informal collaboration, one student noted the existence of a formal collegial structure (i.e. a daily morning staff meeting), which could enhance the informal collaboration mechanism.

Zeichner and Tabachnick's (1985) case study showed the degree to which new teachers adopted the cultures and traditions of their first schools. In relation to the experience of the interview sample, the N.Q.T.s had experienced at least four different schools prior to the completion of their I.T.T. course and had made clear and decisive judgements regarding the schools to which they had been appointed. Their experience to date was one of viewing primary schools as positive, supportive learning environments, from which they could select various individuals to act in a mentoring capacity. Tickle's (1994) work notes that the N.Q.T.s in his study reported that help and support was not so forthcoming as they moved from the role of a 'student' into a 'N.Q.T.', however, his evidence also shows that, of all the N.Q.T.s he considered, those in the Primary Schools reported that they were in supportive schools with 'proper team atmospheres' of 'collegial support and professional discussion' (p.150), whilst isolation was reported by the N.Q.T.s working in Secondary schools. The need to consider the differences of induction within the various phases of education (i.e. Primary and Secondary) within any study is an importance factor which is not articulated in Tickle's work. The findings of both the current work and Tickle's work, suggest that supportive cultures, in which N.Q.T.s can select mentors, exist within the primary area. Such cultures may be termed 'mentoring cultures'.

The interviewees noted their role as Newly Qualified Teacher as being one in which they themselves were perceived as learners, taking responsibility for selecting their own mentor at the appropriate time.

The anticipated sources of support and mentoring advice within the school were numerous, including all teachers, Deputy Head and Headteacher. However, only one interviewee acknowledged that she had been designated an "official" mentor.

Claxton (1993) has suggested that one function of the "official" mentor might be to organise the delegation of roles across different colleagues; however, in the light of the findings, which reflect the complexity of interpersonal, intrapersonal and contextual factors, it appears that students and newly qualified teacher expect to select support for themselves, from different sources, both within and without the school.

Such findings support the work of Bennett and Carré's evaluation of the Leverhulme Project (1993), where students reported:-

I just go to whoever I think will be able to help me...
certainly not always the same person. (p. 260)

Interviewee 3 demonstrated a similar response when discussing who she would turn to for support:-

"...it would be anybody who, I guess, I think can help".

Bennett and Carré also noted that whilst students sought advice and help from a variety of sources, and although the four different roles of the mentor were clearly outlined (i.e. general helper, practical advice giver, discipline helper and counsellor), it became apparent that:-

The quality and type of support varied and was lacking
in two instances. (p. 210)

From the evidence it can be seen that the mentor need not be viewed as one person being "all things to all men", but rather a member of the learning culture within the school, who becomes part of the mentoring process..... a never ending developmental process which benefits all those taking part. This may be viewed as part of the professional responsibility of all those involved in Initial Teacher Education, Induction and Further Professional Development; and is, according to the evidence of the inquiry, an expectation of those newly qualified teachers as they enter the profession. A 'Mentoring Culture' would enhance Continuous Professional Development.

KEY POINTS

- The interviewees anticipated a 'learning', or as interpreted for the purposes of this enquiry, a 'Mentoring' culture within the school.
- A 'Mentoring Culture' was defined as a learning culture which encompassed both personal and professional development and allowed for the consideration of individual needs.
- Incorporated within a 'Mentoring Culture' are all the individuals and practices, both formal and informal, which support initial and continuous professional development, from within and without the school.
- Collaboration was viewed both in relation to the support anticipated from colleagues, including friendship and to the general ethos and culture of the school.
- The N.Q.T.s viewed collaboration as being of a reciprocal nature from the outset, expecting to take from and to give to the schools.
- The interview sample anticipated support from:-a)the collaborative support within the school i.e. a)Mentoring Culture; b)Further Professional Development Courses; c)Other Teachers within the school; d)Others i.e. those involved in teaching but external to the school; e)the Headteacher; and, d)the College.
- The questionnaire sample categorised the two main areas of support as being a)the class teacher, and, b)other students.
- The two main sources of support anticipated by the interviewee sample were a)collegial support i.e. within a 'learning' or 'Mentoring' culture, and, b)Further Professional Development.
- It may be seen that whilst the student sample considered 'individuals' as being important elements of support, the N.Q.T.s considered 'themselves' within collaborative school cultures or as learners involved in further professional development, as being key figures regarding support and development. This corresponds to the findings in Chapter Four, where the emphasis is upon 'the self'.
- All the interviewees noted their role as N.Q.T.s as being one in which they themselves were learners, taking responsibility for selecting their own mentor at the appropriate time.
- All the interview sample hoped to be engaged in some form of further professional development, but not one had been told they would be undertaking any induction programme.

- They stressed their individual responsibility for taking the initiative in seeking help and support.
- Most of the interviewees reported that they had been offered much support as students and assumed that their first placements would afford similar support.
- Only one interviewee had been designated an official 'Mentor'.
- The interviewees and the questionnaire respondents adopted an 'eclectic' stance when considering the choice of mentor, selecting 'mentors' for themselves rather than using 'official' mentors.
- The Headteachers had made powerful and positive impressions on the newly qualified teachers.
- Five of the eight interviewees considered redress to College for support if they were experiencing 'problems' in school.

The view of the teacher which emanates from the issues discussed in this chapter may be viewed as accordance with Elliott's Hermeneutic View, where reflection and action research may be viewed as aspects of teacher development within a 'Mentoring Culture'.

CHAPTER SIX.

THEME THREE:

EXPANSION AND INTENSIFICATION.

For many teacher, this issue of finding time to do the necessary work with colleagues as well as their individual planning meant that they extended their work far beyond both ends of the official working day and into weekends.'

(Osborn and Black, 1994, p.3)

Initially this chapter was entitled 'Additional Responsibilities' and 'Increased Workload', indeed these were the codes used in the systemic network analysis, however, following her attendance at the Ed. D. Module H0020 the writer was able to rename the Chapter using the terminology evident in the current literature. Thus 'Additional Responsibilities' and 'Increased Workload' became 'Expansion' and 'Intensification' respectively. This is an example of the understandings of the researcher changing in relation to the work being investigated.

FIG. TEN

Expansion & Intensification								
<i>(figures in brackets are the total number of responses)</i>								
(Interviewees 1-8)	1	2	3	4	5	6	7	8
Expansion								
School Expectations(17)	2	4	0	1	0	5	2	3
Further Prof.Dev.(33)	4	1	1	4	5	5	5	8
Intensification								
Stress, Tiredness(32)	3	13	3	1	1	8	1	2
Workload, Time((22)	1	1	1	0	4	7	5	3

(Further Professional Development is also considered in Chapter Seven, 'A Mentoring Culture'.)

Introduction.

The responses from the interviewees were classified under the headings, 'School Expectations', 'Further Professional Development', 'Stress and Tiredness' and 'Workload and Time'. As can be seen in Fig. Ten, these headings have been subsumed under the general headings of 'Expansion' and 'Intensification'.

Expansion and Intensification shall be defined using Hoyle's definitions, as given in the unpublished Outline of Content and Associated Reading for the Ed.D. module, H0020 'Teaching as a Profession' (University of Bristol, 1994):-

Expansion is used to refer to the increasing range of functions which teachers are expected to adopt. Intensification is used to refer to the time and energy which teachers are expected to expend - particularly on non-teaching activities. (p.3)

The terms 'Expansion' and 'Intensification' have emerged from the ever expanding body of literature surrounding the notion of 'Professionalism' (see Chapter Four). Apple's (1989) work considered intensification in relation to the social market perspective on teaching. He outlined the potentially negative effects on teaching created by practices associated with the social market perspective, for example, externally imposed instruments of assessment and accountability. Pollard et al. (1994) have viewed collegiality as an aspect of intensification, noting that since the introduction of the Education Reform Act, and the increase in assessment and accountability, teachers have been thrust into a situation where they have to work together in professional collaboration. Hargreaves (1994) argued that the intensification thesis makes teacher's work routine and moves the teachers towards the role of a technician. Such a vision of teachers working as technicians is one problem associated with the emphasis on Elliott's 'Social Market' perspective. Burbles and Densmore (1991) viewed intensification as part of the concept of the 'new professionalism', however they were equivocal regarding the desirability of the teaching profession adopting such practices as intensification and expansion.

The purpose of this inquiry is not to enter the debate regarding the merits or otherwise of expansion or intensification but to report the perceptions of the N.Q.T.s. It must also be noted that the writer discovered a large schism between her perceptions and those of the N.Q.T.s in this area; and it was during discussion of intensification with Interviewee 6 that the writer failed to be impartial during the interview session. (See Chapter 3) The following extract from the Research Diary illuminates the dilemma:-

"Today I showed my thinking to 'X' - it's difficult when you know the interviewees and they know you.....the honesty of your interaction shows and today I did not hide my feelings regarding the shock I felt when she told me how many extra responsibilities she has been given. This is one of the issues associated with 'insider' research but I suppose at least it shows that our conversations are real and the importance of non-verbals in the interviewee process. Maybe an 'outsider' would have given non-verbals cues that the interviewee felt unable to remark upon. At least I now know some of the problems associated with interviewing technique.'

Part One of this chapter considers the findings of the Interview transcripts in relation to 'Expansion', considering the sub headings of 'School Expectations' and 'Further Professional Development'. Part Two considers the theme 'Intensification', under the subheadings, 'Workload and Time', which includes such issues as Administration, Preparation, Planning, Assessment, Affective considerations, O.F.S.T.E.D. inspection; and, 'Stress and Tiredness'. Part Three focuses on the Corroborative Documentary Evidence, of the P.G.C.E. Final Questionnaire. Finally, the Summary includes a synopsis of the key points.

Part One. Expansion.

(Expansion - the increasing range of functions which teachers are expected to adopt, including a)School Expectations and b)Further Professional Development.)

A) SCHOOL EXPECTATIONS.

Of the eight interviewees each one stated that they were expected to take on additional duties from the outset of their work in school, in addition to their status as Newly Qualified Teachers. They reported that they were informed by the Headteacher and/or Governors, at their job interview or following the interview, of the areas of responsibility they would be expected to undertake. In some instances the responsibilities were related to the N.Q.T.'s previous work experience e.g. Psychologist and Speech Therapist relating to S.E.N. Fig. Eleven shows the range of responsibilities the N.Q.T.s were anticipating.

Interviewee 3 was not given many extra responsibilities but was given the opportunity to work across the Infant/Junior divide. She noted that the Headteacher was 'reasonable' in her expectations of a newly qualified teacher:-

I feel like she's (the Headteacher) got the right sort of idea about it. Her expectations of me are reasonable and that means something to me. So I don't feel pushed beyond what I can actually achieve. (Interviewee 3)

Such expansion during an induction year may be partly due to the nature of the interview sample. As has already been mentioned seven of the eight interviewees had had previous occupations and such previous experience may have been a factor affecting both appointment and the Headteachers' and Governors' desire to outline additional responsibilities from the outset of the appointments. This is an area needing further investigation, as it leaves many questions unanswered, for example:-

1) Is 'expansion' a national trend across all those having undertaken I.T.T. or is it particular to the P.G.C.E. route, where N.Q.T.s have a first degree subject specialism and may have had previous work experience?

2) What is the current status of the induction year and what expectations can the N.Q.T.s have regarding induction programmes?

3) Are schools expecting 'more' from N.Q.T.s, in terms of additional skills and previous work experience?

4) Is previous work experience beneficial when applying for positions in school?

It is evident from Fig. Eleven that all the Interviewees had been told of their additional responsibilities at their school interviews, and that Interviewees 2, 6, 7 and 8 were anticipating carrying out a range of additional functions during their first year in school. However, whilst the N.Q.T.s were told in detail of their responsibilities, they were not told of any induction provision offered by the school. Not one student expressed trepidation or negative responses regarding the range of responsibilities given to them by their Headteacher and Governors, and most were overtly optimistic regarding their anticipated roles, viewing them as challenges as can be seen in the following extracts from the taped transcripts:-

Interviewee 1.

"I'm just going to work so that they can't do without me next year.....I just expect myself to put everything into it....I expect I'll be very tired and that it will be hard work, but I expect I'll enjoy it and I'll get a lot from it."

Interviewee 4.

"I'm a Maths specialist...but because I'm going to be the Design and Technology specialist in the school I want to do some science. It doesn't concern me, it's just something I've got to do. I'm looking forward to it."

FIG. ELEVEN

**ADDITIONAL RESPONSIBILITIES ANTICIPATED BY THE
INTERVIEWEES (EXPANSION)**

(Showing the anticipated Responsibilities, Courses and Further Professional
Development of the Newly Qualified Teachers in the Interview Sample)

**Interviewee
Number**

- 1 History Co-ordinator: Split Site Teaching.
 - 2 Information Technology Co-ordinator: S.A.T.s.
Assessment: Two Age Phases within class:
Setting up a newly converted classroom.
 - 3 Opportunity to work with subject specialism across
both Infant and Junior Departments.
 - 4 Maths Co-ordinator, Design & Technology Co-ordinator:
O.F.S.T.E.D.
 - 5 P.E. Co-ordinator, In-Service Courses.
 - 6 Science Co-ordinator, Art Co-ordinator, Design &
Technology Co-ordinator: S.E.N.: O.F.S.T.E.D: Setting up a
newly converted building: Master of Education Degree.
 - 7 S.E.N. with specific responsibility for statemented
children and those with Language Problems. Secondary
involvement with Visually Handicapped Children.
 - 8 Music Co-ordinator: Liaison with Secondary Schools
regarding pupil transition: Catholic Teachers
Certificate: Responsibility for S.A.T.S and Testing:
O.F.S.T.E.D.
-

B) FURTHER PROFESSIONAL DEVELOPMENT.

Of all the interviewees each one, except interviewee 3, was expected to develop a particular curriculum area, or areas, in order to act as Curriculum Co-ordinator (see Fig. Eleven - 'Additional Responsibilities Anticipated by the Interviewees'), whilst interviewees 2,6,7 &8, were expected to attend courses or assume responsibility for special needs. Interviewees 1 and 6 were expected to set up new rooms or buildings, which were being converted during the summer vacation prior to the commencement of their posts, whilst Interviewee 3 was being offered the opportunity to work in a second class with children of a different age grouping.

All these tasks were in addition to the role of Newly Qualified Teacher. Not one of the interviewees had been offered any 'induction' support or an 'induction programme', although interviewee 1 noted:- 'Xshire, I'm sure will have a training programme for N.Q.T.s'; and Interviewee 4 did mention that she "thought" the county "might run a course for N.Q.T.s".

From Fig. Eleven, it can be seen that each interviewee had had specific responsibilities outlined during their interview, many of which may be viewed as excessive given the fact that they were newly qualified teachers undergoing their first year in school. However, all the interviewees, except Interviewee 2, perceived the additional responsibilities in a positive light. Interviewee 2 did have some reservations as she noted her preference for her first year of teaching to be one in which she need not take on any additional responsibilities other than those of a class teacher, i.e. basic skill development and issues of management and organization:-

"would like to, in the first year, just concentrate on my teaching skills and my organization and my management of the class, rather than thinking about co-ordinating things or anything like that. I'd prefer a solid foundation within my classroom - and leave the contribution to the main school until I feel more confident."
(Interviewee 2)

From the analysis of the interviewees' comments it appeared that 'expansion' was perceived as one of the main issues concerning the N.Q.T.s as they embarked on their first year of teaching. It also is apparent that, at the time of interview, all but one did not see

expansion as a negative issue, but rather as a challenge to their professional development.

Part Two. Intensification.

[Intensification - the time and energy teachers are expected to expend. Including the categories a)Workload and Time and b)Stress and Tiredness]

Hargreaves (1994) states that, 'teachers' responsibilities are more extensive (and) their roles are more diffuse,' than ever before (p.117). Hargreaves views the concept of intensification, in relation to teaching, as an 'emerging reality' (p 117).

A) WORKLOAD AND TIME

From systematic network analysis of the interviews the following categories, which may be incorporated under the heading of 'Workload and Time', emerged:-

- i)Administration, Preparation, Planning & Assessment
- ii)Affective Issues (Coverage of the Whole Curriculum)
- iii)O.F.S.T.E.D Inspection

It must be stated that the interviews took place four months prior to the publication of the Dearing Report of November 1994, when schools and the Unions were in negotiation regarding the streamlining of the National Curriculum. At this time teachers' workloads and the optimum class size were issues much in debate in the National Press.

i)Administration, Preparation, Planning and Assessment.

Each interviewee noted the time and energy needed for assessment and planning. Four interviewees had already been informed by their Headteacher that they would be expected to become involved in whole school planning, whilst two interviewees had been given the responsibility for the Standard Attainment Target Testing within the school. All interviewees viewed such involvement in a positive light, whilst acknowledging the benefits of

testing, they noted concern regarding first, the extended periods of time being involved in testing and second, the use of 'coaching' in order to prepare children for the tests. Interviewee 8 expounded a positive view of testing:-

"I thought the S.A.T.S. were brilliant this year but I don't like the fact that they appeared before Easter. I thought it was a really good way of profiling and it cut out a lot of the time. It's ironic because everyone is talking about the time, but it cut out a lot of the time for their assessment profiles, because we could look at something and say "yes, I agree with that" and then find the pieces of work as evidence, rather than wading through or estimating for every child. They were almost exactly what we predicted - so we only had to look closely at those who had not met our prediction. So it actually saved a lot of time... I think there is going to be a lot of coaching - even coaching for the correct answers. I know it happens in schools in Xshire". (Interviewee 8)

Osborn and Black, in a paper presented at the B.E.R.A. Annual Conference at St. Anne's College, Oxford (1994), reported that most primary teachers in their sample noted a 'vast increase in their working day in terms of planning, preparation and assessment', and that one of the 'most significant changes in teachers' work was an increase in collaboration with colleagues' (p.9). The latter point may be seen as relating to a collaborative 'Mentoring Culture'. Their findings are reflected in the comments of the newly qualified teachers as they consider the emphasis on joint planning and assessment, and the expectation that schools would offer a collaborative mentoring culture. The work of Osborn and Black (1994) recommends increased non-contact time during the Induction Year in order to allow for collaborative activity. However, Hargreaves (1994, p. 131), although acknowledging that preparation time can alleviate stress, doubts whether it will necessarily increase collaboration and collegiality. The newly qualified teachers, who during their final Block School Experience were asked to undertake no less than eighty per cent contact, were anticipating, for their first post, managing a school day for one hundred percent of the time, plus all the other responsibilities that they had been given at interview, whilst collaborating with other staff members.

ii) Affective Issues

All the interviewees noted concern regarding the areas of Special Education Needs and the area of relationships with both other staff, children and parents. They were also concerned regarding their responsibilities for the 'whole child'. Such issues have been classified under the heading 'Affective Issues'. Interviewee 8 saw the considerations regarding the Affective Domain to be of paramount importance to her role as a teacher.

"I've moved into the role of counsellor more than anything else... something I suppose I knew you had to do - but that's the thing that really hit me. I've probably had an over weighted year towards "problems", so that's the way my brain thinks in that vein - more than it should maybe. Maybe its a bit enlarged but that's been the big thing that has happened to me... knowing that children have lives that I just didn't know existed, except on television and in programmes about Child Line and things like that". (Interviewee 8)

She also noted how her past experience in school had changed her. Her emotional involvement in the experience is evident in her words, however the intensity of feeling she expressed during the interview is lost in translation :-

"School is possibly the only time that they (the children) get a break from something at home. It's changed my idea of teaching. Curriculum delivery is probably my lowest priority because I know I can do it and I know that providing I plan it, it will most probably take care of itself and my priority is the children. In the situation that I've been in - Oh Dear! - I've had two child abuse cases and three neglect cases". (Interviewee 8).

Interviewee 3 noted that she was concerned regarding other people's perceptions of her classroom behaviour as she dealt with the affective needs of her pupils:-

"When you get a child who says they have hurt themselves, well the natural thing is to scoop them up and try to comfort them, and you go to do that but then you think - now wait a minute. Unfortunately the world as it is, your actions may not be viewed in the way they were meant."

Interviewee 5 noted the need to be aware of the children's self esteem, as well as the teacher's role:-

"...if I can provide the level of self esteem for the children that I'm aware they need now, I think I'll be happy."

iii)Office for Standards in Education Inspection

Three of the interviewees were joining schools which were going to be involved in O.F.S.T.E.D inspections during the first term of their appointment. Although recognising this as part of the culture of teaching they nevertheless did not see it as relating specifically to their role as a newly qualified teacher. All the interviewees had attended a lecture the week prior to the interview given by a member of the O.F.S.T.E.D. team. Most of the interviewees viewed inspection as another aspect of the bureaucratic process.

"Well I'm afraid of all this bureaucracy and paper work... and pressure... and curriculum issues and O.F.S.T.E.D. We've got O.F.S.T.E.D in our school.... But you do get a sense of panic at times, that O.F.S.T.E.D is coming. People start to go green around the gills."
(Interviewee 6)

Interviewee 8 consider the cost benefits of an O.F.S.T.E.D. inspection in relation to the schools needs:-

"O.F.S.T.E.D inspections - you have my full permission to get rid of them. "Y" school had an O.F.S.T.E.D inspection and at one point I was told what it cost the county and for that they could have....revamped the old school, or given the school loads and loads of money so that they could have DONE something". (Interviewee 8)

From the questionnaire responses, discussed later in this chapter, it can be seen that 40% of the total cohort of eighty students, mentioned O.F.S.T.E.D. inspections as being a concern.

B) STRESS AND TIREDNESS

Seven out of eight interviewees from the interview sample had had previous full time employment in a range of areas (see Appendix

Seven - Previous Experience). The students who had had previous experience noted that they had given up well paid positions to enter teaching and that they were motivated to join the teaching profession because they believed that teaching would be a rewarding experience. They viewed teaching as a career which would give them more satisfaction than their previous occupations. They noted that they had worked hard and made sacrifices in order to enter the teaching profession and that they had contributed much to their own professional development. They appeared highly committed and enthusiastic individuals.

"This year has been the hardest I have ever worked in my life. I know there's a point to it. I know I've worked relatively hard in the past, but I've never wanted to do as well as I have this time. I worked as a Hotel Manager and Sub Manager travelling over 2,000 miles in a week, designing systems and generally sorting out things. It was hard work, but it was well paid.....It was a wonderful life, a sociable time but you get that you want more....I know what I want so I do as much as I can to make sure I am effective in school."
(Interviewee 3)

"I gave up a very good career and a good salary to come into teaching, where I had a life outside, but this year I've been working every weekend and every evening which isn't advisable in your first year of marriage. So there's had to be a lot of give and take and a lot of support and I wanted to prove to myself that I've made the right decision.I've given up a lot to do this course. I was a marketing manager, making a lot of money". (Interviewee 2)

All of the interviewees, with the exception of number 1, commented on the fact that they had made sacrifices in order to train as a teacher, but they were sure they had made the right decisions and that teaching was the appropriate career for them. They all noted that teaching demanded much commitment in terms of time and energy and in the need to be totally involved in their teaching roles. The emotional stress they experienced is evident in their words:-

"It's been hard going.....I mean tiring. I cried my eyes out when I got my results. ...It's made me realise how much more I've got to be.....It's made me a completely different person....My attitudes have changed because I think it's going to be more rewarding than I ever thought it could be." (Interviewee 1)

"I've put a lot of hard work into this year and I just wonder if I'll be able to maintain the level over the next year and the year after because I do feel very very tired.....Will I be able to cope with the extra work and the stress, plus the responsibility for thirty individual children, for their development, it's really a very big responsibility." (Interviewee 2)

She also noted the importance of being able to take criticism and the realization that the more she experienced the more concerned she became:-

"To be able to take stress and feedback and criticism, especially for an N.Q.T. who has an awful lot to learn, but the more I've become exposed over a longer period of time teaching the more I've become concerned over the processes of teaching. I know it's hard work but I appreciate that now." (Interviewee 2)

Interviewee 3 was concerned regarding her performance:-

"I worry that I won't be as effective as I'd like to be.....That makes me perturbed."

She also noted that the hard work and effort which was making her so tired had resulted in much personal change. This involvement of the 'self' has already been discussed in Chapter Four:-

"It was hard work. I'm absolutely pooped. I can't really get my head round anything at the moment to be honest.....I'm a totally different person. I'm totally different. I did something that will stand me in very good stead for the future." (Interviewee 3)

Interviewee 4 was concerned regarding her first encounter with different classes during her Block School Experiences, but she stated that her growing confidence helped her to cope. Whilst Interviewees 5 and 6 noted:-

"I'm concerned that I can be a conscientious teacher; that I can sink enough time into doing the job properly". (Interviewee 5)

"Day one is probably going to be quite fraught. So probably just the initial shock of suddenly being a teacher and actually doing it....There's a great deal of excitement and challenge,.....probably enormous fatigue". (Interviewee 6)

Interviewee 6 also noted the stress and tiredness experienced on the training course:-

"We were just, well not exactly burnt out, we just could not repeatedly keep giving of our best." (She was)...Absolutely shocked at the pace and the intensity and the constant pressure. And some people have crumbled under it. Not because they could not cope with the work but with the pressure....I was simply not expecting these demands....I didn't realise it was going to be quite that pressured". (Interviewee 6)

She reported the experience of another P.G.C.E. student, who she did not know, but who she met in the Library:-

"She suddenly broke down crying and crying. She couldn't cope, couldn't meet the deadlines, panic, panic. A total stranger and she was finding it really, really rough. And that's happened to a few people, - they are really close to the wire, - the pressures are really very, very heavy". (Interviewee 6)

Like most of the interviewees, Interviewee 7 anticipated the first year as being a potentially stressful time. Interviewee 8 noted that she had not 'fallen flat on her face yet' but she acknowledged the stresses she anticipated during the first year as she expected:-

"To be very tired. I think it will be when I do fall flat on my face, several times, and where I'll really discover what it's all about. It's like driving a car, you don't really drive until you leave the test centre and then you really start to drive. Also concerns about time management". (Interviewee 8)

Her concerns were linked to her experience during training, where she had encountered children with many personal problems and she anticipated similar problems during her induction year. These findings provide avenues for future inquiry, and alert the researcher to the multiplicity of issues within the affective area of teaching.

"I felt frustration on a couple of occasions because I couldn't do anything. Frustration on other occasions because there were children who you just couldn't get to". (Interviewee 8)

The issues relating to the categories of 'Stress and Tiredness' are wide ranging, however, with the exception of Interviewee 8, who found the affective issues frustrating, most of the interviewees acknowledged both stress and tiredness but did not let such acknowledgement affect their overall enthusiasm for teaching. Interviewee 7, having commented on the stress elements within the teaching profession in general and the course in particular, affirmed:-

"I've really enjoyed it. I don't know what its done to me but its definitely changed me - in a very positive way - which is great. I feel more confident in the school setting than anywhere else. I don't think I know everything. I know I've got a awful lot to learn. I'm pretty keen. I know I'm going to enjoy it and it's going to be very rewarding". (Interviewee 7)

Part Three. Corroborative Documentary Evidence.

In order to corroborate the findings of the interview data, it was necessary to consider the P.G.C.E. Final Questionnaire responses of eighty students.

Analysis of the Final Questionnaire responses to Part Four, Question 11 (see Appendix Eight, 'Please brainstorm "concerns" as you perceive them at this moment.'), gave rise to the areas outlined in Fig 12:-

FIG. TWELVE

.....

QUESTIONNAIRE, PART FOUR, QUESTION 11. ANALYSIS USING THE CATEGORIES, 'EXPANSION' AND 'INTENSIFICATION'.

(Categories marked * relate to Expansion and those marked** relate to Intensification. Those in brackets, [] were not included in the analysis)

.....

Administration, Preparation, Planning and Assessment	93%**
Time and Workload	67%**
Affective Issues (inc. Total Curriculum Coverage).	52%**
Special Education Need & Matching Children's Needs	42%**
O.F.S.T.E.D.	40%**
[Getting and maintaining a job	24%]
Professional Development/Improvement	22%*
Stress	16%**
[Class Management & Behaviour	13%]
Parents	9%**
[Gender & Equal Opportunities Issues	5%]
[Political/Educational Issues	2%]

.....

A) INTENSIFICATION

The 'concerns' of the beginning teacher included areas which related directly to the area of intensification. First, using the evidence from the Questionnaire, 93% of the sample noted 'Administration, Preparation, Planning and Assessment' as a major concern, and viewed such activities as increasing in response to the demands of the National Curriculum and the expectations of the schools. The second major concern was 'Time and Workload' (67%). The third major concern, noted by 52% of the sample, was 'Affective Issues', whilst 42% considered S.E.N. and meeting children's needs to be important. 'O.F.S.T.E.D.' was considered to be an area of concern with 40% responses, whilst 9% of the sample mentioned 'Parents'. From the findings (see Fig. 12), it can be noted that the 'Administration, Preparation, Planning and Assessment' classification was afforded the highest score of 93%.

From the questionnaire sample, 52% of the students were concerned about issues related to the Affective Domain, including the total curriculum, ensuring that they dealt with the education of the 'whole child' rather than just the National Curriculum requirements. Osborn and Black's (1994) paper emphasises the importance of the generalist teacher and their responsibility for the whole child. They report interviews with Headteachers which suggests that:-

Most heads and teachers felt very strongly about the importance of the generalist role of the primary teacher and the possibilities it allowed for teaching the "whole child". (p.9)

In addition to the Affective Issues category (52%) it may be argued that 'Interaction with Parents' and 'Special Educational Needs' could both be placed under the heading of 'Affective Issues', however, as the students were specific in their discussion of these two areas they have been recorded as discreet issues. As can be seen from Fig. Twelve, 9% of the questionnaire sample noted interaction with parents as being a concern, whilst 42% commenting on the Special Educational Needs of the children.

B) EXPANSION.

The issues able to be listed under the heading 'Expansion' did not feature so prominently among the total cohort as they did with the eight N.Q.T.s who were in the interview sample. Only 22% of the questionnaire respondents were concerned regarding Professional Development and Improvement. At the time of the administration of the questionnaires approximately 40% of the students had not obtained positions in school. This may have affected their response to the area of 'Expansion'.

Summary.

Two major issues emerged from the interview transcripts and the questionnaires:- firstly expansion and secondly intensification. Expansion, although dominating the issues in relation to the additional responsibilities given to the interview sample, was only cited in relation to Further Professional Development (22%) by the questionnaire respondents.

In much of the literature to date, expansion has been viewed mainly as a problematic issue for teachers who already experience a very full workload, except when such expansion has been viewed in relation to Hoyle's 'extended professional', where it was seen as a positive aspect of professional responsibility. The advent of the National Curriculum and testing, as well as the associated press coverage and political discussion, may have contributed to the views of practising teachers regarding 'expansion' of workloads. However, the findings of the inquiry show that expansion was not viewed in negative terms but rather as a challenge by all but one of the N.Q.T.s. All of the interview sample were 'given' additional responsibilities from the time they accepted their first appointment, which in some cases amounted to being responsible for seven additional areas (i.e. Interviewee 6 was responsible for Science Co-ordination, Art Co-ordination, Design & Technology Co-ordination, Special Educational Needs Co-ordination and setting up a newly converted classroom for a family group of 60 children, to be taught in a team with a second class teacher, as well as undergoing an O.F.S.T.E.D. inspection and starting a Masters Programme at a nearby University).

For the purpose of this inquiry Further Professional Development was viewed as 'expansion'. All the N.Q.T.s in the interview sample were expected to undertake some form of F.P.D., be it a higher degree, Catholic Teachers' Certificate, Co-ordinating responsibility or establishing 'new' classrooms. Such F.P.D. was additional to their ongoing induction as N.Q.T.s. The N.Q.T.s had not been offered any 'induction programmes' and only one N.Q.T. had been allocated a 'mentor'.

Not one interviewee saw the demands of their extra responsibilities as being daunting, but rather viewed such expansion

as a positive challenge and something which they felt they should 'cope with.'

"It's not a crushing worry, it's just things that have got to be coped with". (Interviewee 6)

From the analysis of Question 11 of the P.G.C.E. Final Questionnaire to eighty students (see Fig. Twelve), seven areas were identified which could be classified under the heading of 'intensification', they were:-

- 1) Administration, Preparation, Planning and Assessment (93%)
- 2) Time and Workload. (67%)
- 3) Affective Issues. (52%)
- 4) S.E.N. (42%)
- 5) O.F.S.T.E.D.(40%)
- 6) Stress. (16%)
- 7) Parents (9%)

All N.Q.T.s completing the questionnaire viewed the intensification of the role of the teacher in relation of the issues 1 - 7 above as being areas for concern.

It is interesting to note that the interviewees did not view the specific roles or responsibilities they were given and which were identified under the auspices of 'expansion', as being issues for concern. However, they did see those issues relating to 'intensification' and their 'workload' i.e. the time and energy they would need to expend upon such tasks, as being areas for concern. Thus, they were pleased to be given additional roles and responsibilities, but were concerned regarding the implementation of the work in relation to the time and energy which they associated with the roles

These findings, although tentative, are thought provoking for those involved in the Initial Teacher Training and the Induction of Newly Qualified Teachers. They alert the reader to consider the issues of expansion and intensification in relation to the roles and responsibilities of the new teacher in school. They beg the question 'should N.Q.T.s be exposed to intensification during their induction year?'

KEY POINTS

- Expansion is used to refer to the increasing range of functions which teachers are expected to adopt.
- Intensification is used to refer to the time and energy which teachers are expected to expend - particularly on non-teaching activities.
- Expansion shall incorporate the categories of 'School Expectations' and 'Further Professional Development'.
- Intensification shall incorporate the categories of 'Workload and Time' and 'Stress and Tiredness'.
- All the interviewees were expected to take on additional duties from the outset of their work in school, one with as many as seven additional areas.
- In most instances the extra responsibilities were related to the N.Q.T.'s previous work experience, or to their subject specialism.
- Not one interviewee expressed trepidation or negative responses regarding the range of responsibilities they had been given.
- Each interviewee was expected to develop a particular curriculum area or areas.
- All the interviewees anticipated engaging in Further Professional Development.
- Interviewees 2, 6, 7 and 8, were expected to attend courses or assume responsibility for Special Educational Needs.
- Not one of the interviewees had been offered specific 'Induction' support or an Induction Programme.
- Intensification was evident in relation to 'Workload and Time' under the sub-headings of i)Administration, Preparation, Planning and Assessment, ii)Affective Issues, including total curriculum coverage, and iii)O.F.S.T.E.D. Inspection.
- Intensification was also evident in relation to 'Stress and Tiredness', as N.Q.T.s noted how much effort, energy and time, they anticipated needing to fulfil their roles as teachers. They also reported on the stress and tiredness associated with their training.
- The N.Q.T.s did not view expansion and intensification in a negative light, but rather viewed them as positive challenges.

The issues discussed above are specifically related to the context, or 'situation', to use Elliott's (1993) term, of teaching. As such they are in line with the Hermeneutic view of Teacher

Education as a Practical Science where the situation becomes an important part of the developing understanding of the practical scientist. Such contextual specificity is not a necessary condition within Elliott's Platonic or Social Market perspectives. Also by articulating the N.Q.T.s perceptions, their repertoire of context specific experience is moved from the private to the public domain. Elliott sees such activity as 'valid' interpretation. Such interpretation which defines and redefines the teaching activity may be viewed as an important aspect of the hermeneutics of teacher development.

However, as well as the context or situational specific aspects of teacher development in relation to expansion and intensification the transcripts also showed that learning takes place within the social, intellectual and cultural limitations of existing forms of practice (Wolff, 1981). Therefore rather than seeing teacher development as simply a matter of the professional development of individuals, the current findings suggest a more invigorating perception of the problem where the context of induction and of the mentoring culture, could provided for the development of the profession as a whole. Such a vision would see Elliott's practical scientists as part of a learning community or mentoring culture.

CHAPTER SEVEN.

A DISCUSSION OF THE CONCLUSIONS AND IMPLICATIONS OF THE STUDY.

(Introduction; Part One - Summary; Part Two - Findings & Implications; Part Three - Conclusions; Part Four - Recommendations.)

Introduction

'No period is more important for the development of teachers than the initial induction into the profession.'

(Hargreaves, in Tickle, 1994, p. vii.)

The first part of this chapter considers issues arising from the study in relation to the context of the induction of N.Q.T.s and its associated problems, as well as considerations of the methodology. In the second part of the chapter the findings are reconsidered in relation to the contribution the study makes to current knowledge on teacher development and the implications of such findings for practice. Part Three focuses on the conclusions drawn from the work whilst Part Four offers recommendations regarding initial teacher training, induction and continuous professional development.

The purpose of the work has been an attempt to elucidate the reality of the N.Q.T.s as they enter the teaching profession. The problems surrounding an articulation of 'reality' have already been addressed, indeed to paraphrase Capra (1988, p.69), scientific theories cannot produce a complete and definite description of reality partially because what we see depends on how we look. The problem is further compounded by the attempt to integrate the multiple realities of the interviewees, 'coloured' by the understandings of the researcher. The metaphor of the research process, as the development of an impressionistic painting rather than a crisp photographic representation, is developed throughout the research diary:-

"I try to 'see' the component parts of the picture, but I then cover the work with colours of my own making. I want to produce a clear photographic image yet the wash renders the work misty and the articulation of the themes, rather than being photographic representations, become impressionistic and abstract".

During the study the researcher has become aware of the creative processes involved in the act of research where the researcher becomes a 'introspective visionary' and where hermeneutics adds layers or pentimento to the finished product. It is within this framework that the following pages are offered, not as a definitive articulation of the photographic realism of the scientist but rather as the impressionistic abstraction of the artist. Wolcott (1994, p56) emphasised the importance of both art and science, but noted that qualitative inquiry entails 'both art and science and seems to suffer more in the absence of the former'.

The work has two functions. First and foremost its purpose has been to generate data which might inform policies relating to pre-service teacher education and the induction period. A subsidiary purpose has been to contribute to the theory of the professions and in particular, the teaching profession.

The theory generated was 'grounded'. The ideal of grounded theory is that the researcher should enter the research context with a theoretical *tabula rasa* but it is universally recognized that this condition is virtually impossible to achieve since it is very unlikely that any researcher will be a theoretical innocent. The great danger, of course, is that prior theoretical frames will shape the perceptions of the researcher. However, in this case, since the generation of theory was to be only a possible by-product of the project, theory related to intensification was not a frame which shaped the generation of data. Although it is impossible to be certain that such theories did not influence the generation of data. The greater likelihood is that the theory of intensification - with which the investigator became familiar - influenced the identification and interpretation of the work as it progressed. However, it can be claimed that the outcomes were quite at odds with what would have

been predicted. They were quite unpredicted, perhaps even undesired, outcomes.

Part One - Summary (The Context, The Problem and The Methodology.)

THE CONTEXT.

Given the amount of change within the teaching profession experienced over the past ten years, including the numerous policy initiatives, the creation of the Parent's Charter, the introduction of and modifications to the National Curriculum, coupled with the turbulent climates in many schools, and the overt criticism of the teaching profession by the New Right, it is necessary to consider the current status of induction.

To use Elliott's terminology, the present situation is indeed 'muddled'. Will a social market perspective offer too limited a vision of the teacher of tomorrow? Will Higher Education remain involved in Teacher Preparation? Will the future demands of N.Q.T.s be in line with the current study, where 'expansion' is evident from initial interview? Will there be any limits to what is expected (intensification), not only of N.Q.T.s but of teachers in general?

THE PROBLEM.

Two problems challenging those involved in teacher education in the mid nineteen nineties are first, the expectations of the schools regarding newly qualified teachers as they enter this turbulent context and undertake their first year of teaching and secondly, the expectations of the students regarding their professional development. The current enquiry considers these problems by studying the perceptions of N.Q.T.s 'on the edge' of joining the teaching profession, in relation to both their continuing professional development and their responsibilities during the induction year.

The findings have implications for policy formulation regarding the status and role of the induction year within the continuous professional development of teachers.

THE METHODOLOGY.

The study is unique in that it explores the perceptions of Primary P.G.C.E. students on the threshold of joining the profession, following the implementation of the National Curriculum. The limitations of the methodology and the exponential nature of qualitative enquiry have already been discussed at length in Chapter Three. However, one of the main benefits of the work is that it has given rise to the articulation of a 'reality' of induction, as experienced by eight N.Q.T.s and echoed in the corroborative documentary evidence from the total P.G.C.E. cohort of eighty students. One limitation of the work is that it is related to only one course. However, the findings raise questions of a generalizable nature regarding the process of continuous professional development of teachers and the current status of induction to that profession. Such questions offer a fertile basis for further inquiry involving the many routes into the teaching profession.

The initial texture of the work and its methodological orientations have evolved throughout the study, mainly due to the researcher's developing understanding of the power and application of hermeneutics. The spirit of hermeneutics (Capra, 1988) suggests that learning lies not within any final understanding but within a never ending process of changing interpretations and different ways of seeing. The current work is part of this cycle.

The work offers a particular view of professional development focusing upon teacher induction in relation to Elliott's work on teacher development. The findings and implications of the N.Q.T.s experience of the transition from students into teachers are explored in the next section.

Part Two - Findings and Implications.

All the N.Q.T.s in the study had successfully completed their initial training. They had gained positions in Primary schools and were eager and enthusiastic as they anticipated joining the teaching

profession, yet the issues which emerged from the interview transcripts were issues relating not to individual competences or skills as originally anticipated by the researcher, but were issues relating to the N.Q.T.s, their responsibility, their total involvement in teaching, their anticipation of joining a learning culture in which they could take responsibility for their own development, as well as their positive approach to 'Expansion', with limited reservations regarding 'Intensification'. All these issues show that they had moved from a 'technical' or 'competence' based consideration of teaching, towards a broader vision, reminiscent of Elliott's practical scientist but including considerations of their role as teachers, their ability to reflect upon practice and their overall development. Interviewee Eight noted, as she considered her experiences in school, that she needed more than just the skills of delivering the curriculum in order to meet the needs of the children:-

"It's changed my idea of teaching. Curriculum delivery is probably my lowest priority because I know I can do it and I know that providing I plan it, it will most probably take care of itself and my priority is the children."

The move towards a competency, school-based focus for initial teacher training is central to the requirements of Circular 14/93. The N.Q.T.s involved in the P.G.C.E. course had strengths in at least one National Curriculum area; they were by definition 'successful learners', having already undertaken a first degree, with a focus on a National Curriculum subject area; and they had experienced a thirty seven week P.G.C.E. course, of which eighteen weeks were spent in school experience, the remaining nineteen weeks were involved in developing their curriculum expertise and pedagogical understandings, both in relation to theory and practice. They also had the benefit of an individual Professional Development Profile in which to record and monitor the various skills they were developing, plus access to Link Tutors, Personal Tutors, Curriculum Tutors and Class Teachers to support their endeavours. They had been successful in gaining the P.G.C.E. qualification and in obtaining posts in school.

The findings break new ground by showing that the respondents, following completion of their college course, were confident in their classroom competence and were favourably predisposed towards 'expansion', however, they had some concern regarding 'intensification'. They anticipated joining a 'Mentoring Culture' and were totally involved in their 'Professional Development'. The three themes of the study are inter-related and all have implications regarding the continuous professional development of teachers.

At the heart of the debate regarding the continuous professional development of teachers lies the tension between Hargreaves's model, which stresses the 'content' of learning, juxtaposed against Elliott's vision of professional development which emphasises the 'process' of professional learning, where teachers are viewed as 'practical scientists'. Hargreaves's work (1990), which emphasises a 'content' approach to teacher development, stresses the incremental nature of such development and the need for the identification of frameworks and competences. The findings of the current study suggest that neither model is wholly satisfactory, but that an amalgam of Elliott's 'practical science' approach and Hargreaves's 'content' approach, is best suited to meet the needs of the N.Q.T.s and their personal and professional development. Such a model would initially focus upon the 'content' of teaching, in this case articulated within the curriculum of the P.G.C.E. course and the Professional Development Profile, but would also allow for discussion and debate, enabling students and N.Q.T.s to articulate their personal interpretations and situational understandings.

The findings of the study show that the incremental and progressively organised competences of Hargreaves's model, as exemplified in the Professional Development Profile, acted as a stimulus for the N.Q.T.s, allowing them to evaluate and gain confidence, which in turn motivated them to adopt a reflective approach to their work. Such a model allowed for N.Q.T.s to evaluate their own development and competence, whilst enabling them to continue to reflect upon subsequent practice. The findings beg the

question 'should the use of the Professional Development Profile be extended to include the induction year?'

A further refinement of the process/product debate has been the consideration of Elliott's work on the three philosophical perspectives on teacher development. The findings suggest that whilst it is a useful way to organise a clear three part conceptual framework of teacher development, Elliott's theory might be examined in order to see whether the three different philosophical assumptions are related to different stages of development, and secondly to consider the overlapping relationships between the three perspectives. The current findings suggest that a social market (content) approach to teacher development through the explicit focus of the P.G.C.E. Course upon outcomes and competences did not in any way limit the N.Q.T.s adherence to a hermeneutic or practical science (process) predisposition towards teaching.

The turbulent and ever changing dynamic of teaching means that understanding 'content' is not enough, N.Q.T.s must be able to respond to the multiplicity of demands and situations in a reflective manner, making decisions and acting on those decision daily. A continuous model of professional development brings together both content and process, and allows for evaluation and reflection to be part of the cycle of development. Such an approach recognises the problematic nature of teaching as yet unacknowledged in policy documents, which generally have assumed that teaching is a matter of mere techniques to be performed and competences to be learnt.

Three discrete, yet interrelated themes regarding the N.Q.T.s perceptions of their professional roles and responsibilities emerged from the systemic network analysis. The findings of each of the three themes and their implications are discussed below.

1. PERSONAL AND PROFESSIONAL ISSUES.

The first theme of 'Personal and Professional Issues', highlighted the importance of the 'self' in the teaching and learning process, including self analysis, self responsibility, reflection and self reliance. The N.Q.T.s brought to the situation their own existing knowledge, values and beliefs and their acculturation involved a

fusing of both personal and professional issues. Implicit in a model of continuous professional development is a process of change and transformation. The findings suggest that such change must be viewed in relation to both professional and personal issues. Such findings have implications for those involved in the preparation and development of teachers.

First, that the 'self' as learner should be viewed as being at the centre of teacher development and that the skills of evaluation, analysis, introspection and reflection should be articulated within any training programme.

Secondly, that the total involvement of the 'self' in the teaching experience means that teacher educators should be concerned with the students' understandings and beliefs about learning and teaching, as well as their previous experience.

Thirdly, that confidence building is important to N.Q.T.s and that training programmes should take this into account when considering progression of experience and competences.

Fourthly, that the identification of competences, in this case competences addressed in the Professional Development Profile, helped students to assess their own development and subsequently helped them raise their confidence levels.

Fifthly, that training programmes should aim to foster discussion and debate on the student experiences, allowing them practice in professional discussion, which they expect as part of the collaborative school cultures that they experienced during training and anticipate during Induction. This is in line with Elliott's model of teacher development as being that of a 'practical scientist'.

The sixth observation is that N.Q.T.s were highly motivated and eager to continue their professional development, - this has implications for the release of N.Q.T.s from contact teaching in their first year of teaching and for there to be guidelines regarding access to Further Professional Development during Induction. Guidance on teacher induction was evident in the trial T.I.P.S programmes of the early 1970's but such guidance is currently scarce. If such lack of guidance continues the N.Q.T.s of the future may well be the casualties of a 'market led' school economy.

The emphasis on the 'self' has implications for the design of I.T.T. courses and for the induction year, where emphasis should be placed on enabling students and N.Q.T.s to articulate their own understandings and meanings of their learning experiences. Part of the agenda for learning to teach should include knowledge of the 'self' as an element of professional knowledge. This is in line with Elliott's 'practical science' perspective where teachers are viewed as 'reflective' individuals or 'practical scientists'.

One problem associated with viewing teaching as a skill to be mastered is identified in Tickle's work (in Elliott, 1993) where he discusses the 'illusion of technical mastery', which he asserts can alienate teachers from themselves as individuals. Such alienation was not evident in the reports of the N.Q.T.s, but rather the recognition of a synthesis of personal and professional issues, which acknowledges the need for constant evaluation and reflection. Tickle (1993) notes the importance of such evaluation and reflection as being essential to the education of new entrants into the profession. The current study would go beyond this and assert that this process model of development, supported by a content model, should be continued from I.T.T. into the first year of teaching, with the support for a process model being afforded by a mentoring culture and the 'content' being the responsibility of the individual N.Q.T. within that culture, possibly with the continuation of a 'competency' focus during induction, as the N.Q.T. collaborates with colleagues and makes sense of both the dynamic of teaching and personal learning needs.

2. THE EXPECTATION OF JOINING A MENTORING CULTURE.

The second theme, entitled 'A Mentoring Culture', outlines the importance of the teaching and learning 'context' for the N.Q.T., in relation to the support which they anticipate receiving during their first year of teaching. Although acknowledging a strong sense of personal responsibility for their own professional development, all the N.Q.T.s anticipated that they would be working within a supportive network of teachers, including both colleagues within the school to which they had been appointed, and friends or family

involved in teaching outside the school. Their previous experience of primary schools, plus the support they had been offered at interview for the teaching posts, had led them to expect much support. They anticipated selecting their own 'mentors', rather than working with an 'official' mentor, indeed only one student had been designated an 'official mentor'. This had implications for all those involved in teaching, and suggests that the school environment should be one where teaching and learning are part of the ongoing professional development of all teachers. Such a learning culture would offer the support and ethos anticipated by the N.Q.T.s. Part of this culture would include induction courses for N.Q.T.s and courses of further professional development for other staff members. A key feature of the 'mentoring culture' should be the reciprocal nature of teaching and learning, where open debate and consideration of the problems of teaching form the basis of practical inquiry and the continuous professional development of all those involved, from N.Q.T.s to experienced teachers.

The problems associated with articulating a clear definition of a 'mentor', coupled with the fact that both students and N.Q.T.s sought to select their own mentors suggests that perhaps it is more pragmatic for those involved in I.T.T. to consider mentoring 'skills', rather than the specific attributes of a mentor. One of the implications of the findings is not to suggest that "official" mentors should be the only groups required to develop the skills, knowledge, attitudes and competences identified as being crucial to a Mentor Education programme, but rather that all those involved in the school become part of the learning or mentoring culture and as active learners develop skills within the climate of Claxton's 'Education for a Learning Culture', or as defined for the purpose of this inquiry, 'a mentoring culture'. Such a culture would allow for all participants to develop and for students to select at the appropriate level, and at the appropriate time, the specific individual to act as a mentor for the specific need of the moment. As Claxton (1993) noted:-'

The content of learning for the mentor, the beginning teacher and the school student are different. The processes they are obliged to go through, and the skills and qualities that learning demands, are strikingly similar. (p.1)

Such a perspective would be in keeping with the idea of a 'Mentoring Culture', where collaboration and collegiality are seen as aspects of the reciprocity of teaching and learning. This would also allow for the N.Q.T.s to be considered as 'mentors' with specific specialisms. For example, Interviewee Six, who had been given the responsibility for Special Educational Needs due to her psychology background was in a position to act as a mentor to other members of the school community.

The importance of the student body as a support network for student teachers is evident from the findings. This has implications for training, first in relation to the acknowledgement of the influence of the students upon each other and secondly, in relation to the design of courses, which should allow for both informal collaboration between students and formal collegial exchanges regarding professional issues. This 'sharing of ideas and experience' will tap a major source of support i.e. the students themselves, whilst allowing them to develop the communication and negotiation skills necessary to joining the learning culture of schools. One problem associated with a competency-based I.T.T. curriculum, or a totally 'school-based' training, might be that 'time' for such discussion and professional debate may be lost, however, given the limited duration of the P.G.C.E. training it is questionable how much time is currently available for such activity. Hopefully, given the findings of the present inquiry, such activity will be viewed positively in the future.

The emphasis expressed by the N.Q.T.s on taking responsibility for their own learning and development within the anticipated 'Mentoring Culture', suggests that there needs to be opportunities for such development during the induction year. National guidelines regarding provision for N.Q.T.s during their induction year would help clarify the status of the Induction year, whilst giving the N.Q.T.s

guidance regarding their entitlements during this important phase of their development.

A major implication of the findings is that of the responsibility of all those involved in I.T.T. to possess the skills necessary to support both students and N.Q.T.s. This is not necessarily additional to the role of the teacher but may be viewed as part of the open collaboration and collegiality evident in a 'Mentoring Culture'. As Tickle (1994) states:-

The development of teaching, it seems, requires that it might be enhanced both individually and collectively in a professional climate of more confidence, openness and dialogue about professional problems within the schools and more widely in the community. That might provide both individual and social restructuring of education through the growth of a community of reflective practitioners. (Tickle, 1994, p.227)

The vision of a 'Mentoring Culture' is in keeping with Elliott's notion of a 'Hermeneutic or Practical Science' perspective on teacher education, where all those involved act as 'practical scientists', within a framework of continuous professional development from induction to retirement.

Currently the support N.Q.T.s receive during their first year of teaching, in relation to both induction programmes and mentor support, is variable. Although the N.Q.T.s in the study anticipated joining a supportive school network, Tickle's work has shown that such support is not always evident in practice. Whilst it is recognised that it is not possible to legislate for the creation of specific school cultures, there are formal aspects of school cultures identified in the study which could offer frameworks for the development of collaboration, e.g. daily periods where staff can meet informally, time release for F.P.D., joint teaching ventures, etc. The creation of such formal collegial aspects of school policy would enhance the probability of informal collaboration. In relation to the National picture, policy guidelines are needed, to clarify both the responsibilities and entitlements of newly qualified teachers and to

affirm the status of the N.Q.T. within the continuum of continuous professional development.

3. THE ACCEPTANCE OF 'EXPANSION AND INTENSIFICATION'.

The third theme of 'Expansion and Intensification', showed the additional responsibilities and workloads anticipated by the N.Q.T.s during their first year of teaching. All of the N.Q.T.s had been given additional responsibilities, usually relating to their previous work experience, but they viewed such 'expansion' as a 'challenge' and were not daunted by the additional duties. However, a paradox emerged, in so far as the N.Q.T.s were concerned regarding whether they would have the 'time' to undertake all the work they anticipated as part of their daily routines. They were thus pleased to have 'titles' of responsibility but were concerned regarding the execution of their work. This scenario is very different from the experience of the T.I.P.S project where the N.Q.T.s were given a day, or half day, release each week to attend induction programmes and where their work involvement focused upon classroom competence with no additional responsibilities.

The N.Q.T.s in the study did not view either expansion or intensification in a negative light, and this has implications for professional practice. Whilst the changes which have been evident in Primary Schools during the last decade, which include expansion and intensification, may well have caused concern from those within the profession, it appears that 'new' entrants fail to see problems associated with the issues, but rather offer an enthusiastic and highly motivated approach to their chosen career. Nevertheless, the potential problems associated with a 'market led' economic perspective on teacher preparation and development is evident when considering the issue of expansion in relation to the interviewees. Their professional development, their induction and their entry into a new job were superimposed with numerous additional responsibilities. As with the other two themes, such saturation is at odds with any notion of a systematic and gradual induction into the teaching profession and such overload may at best

limit professional development, and at worst, offer a scenario for failure, where 'On the Edge' could become 'Over the Edge'!

A major challenge regarding the preparation of the teachers of tomorrow is to provide teachers with the knowledge, skills, and attitudes to equip them to cope with the turbulent, ever changing, demands of primary schools into the twenty first century. One aspect of their continuous professional development is to ensure that they have the opportunities to develop such knowledge, skills and attitudes. It may be argued that this in itself is one reason to 'protect' the investment in N.Q.T.s by ensuring that they have the advantages associated with an induction programme and the recognition of their status as newly qualified teachers.

The findings show that much is being expected of new recruits into the teaching profession. They are being given additional posts of responsibility from the outset of their induction year, they are expected to undertake Further Professional Development and they are not given the time to attend Induction Programmes. Such 'Expansion and Intensification' may be perceived as being unrealistic given the demands of the first year of teaching. Policy regarding the Induction Year could ensure that all N.Q.T.s receive the time and opportunities to develop their professional skills. Such policy would help to ensure the continuing professional development of N.Q.T.s within a demanding profession.

The findings constitute a challenge to the orthodoxy concerning intensification. There are at least three possible explanations for this:-

1. These were students and not experienced teachers. It is true that they had had a considerable amount of school experience but it can be argued that this does not equate with having the responsibilities of a full-time teacher. This is potentially a powerful explanation of the unexpected finding. What is now necessary is a further set of interviews with these respondents after the completion of their first year of teaching.

2. That the interview respondents had atypical backgrounds in that many of them had occupied professional roles before entering teaching with the consequence that they did not consider the

expectations which were to be held of them as teachers anything untoward as professionals. In the method of continuous comparison advocated by protagonists of grounded theory their perceptions would need to be compared with those who had not previously held responsible posts. However, since a growing number of student teachers have held such posts this has implications regarding the perspectives of future teachers.

3. That if further research indicates that a willing acceptance, even an eager acceptance, of teachers in training or in the early stages of their careers, of what might be reconceptualized as 'extended professionalism' rather than intensification, then this has interesting implications for the idea of a profession.

Whatever the explanation the scenario of 'expansion and intensification' as described by the interviewees has direct implications for policy.

The T.T.A. have outlined clear criteria and course duration for I.T.T. to be implemented by September 1996. The current findings would suggest that it is important that guidelines are given regarding N.Q.T. entitlement during their first year of teaching, so as to avoid any 'overload' which could hinder the ongoing development of the N.Q.T. Both 'time' and 'support' are needed during the critical stage of induction if the N.Q.T.s are to continue with their professional development. The investment in the training of N.Q.T.s, articulated by the T.T.A. and initiated in the institutions of Higher Education should be extended to include the critical period during the induction to the profession.

4. THE CONTRIBUTION TO KNOWLEDGE

If the findings are viewed as having application from a specific to a general context, and the tradition of hermeneutics suggests that the hermeneutic process draws on the specific and the general simultaneously, (Holub, 1991 p.51) then the work can be said to have relevance for both policy and practice.

The study contributes to the growing body of knowledge on teacher education in general and teacher induction in particular by highlighting that the N.Q.T.s had been led to believe that they would

be given expanded roles and additional responsibilities (expansion) during their induction year. The expectations of the School Governors had been outlined at interview causing the N.Q.T.s to anticipate up to six additional roles during their induction year. If the N.Q.T.s perceptions are born out, and there is every indication that they will be as the Heads had made it clear at interview and following interview what was expected of the newly appointed teachers, then the question emerges as to the purpose and status of induction in the continuous professional development of N.Q.T.s and suggests the desirability of a specific context for their induction protected from the demands of expansion.

The findings also break new ground in relation to the area of intensification. The N.Q.T.s in the study were not concerned regarding the issues associated with intensification but gladly accepted the post National Curriculum teaching responsibilities, assessment procedures and the emphasis placed on technical competence within the classroom. Previous research (Burbles and Densmore, 1991; Hargreaves, 1994[a]; and Apple, 1989;) suggests the problematic and deprofessionalizing aspects of intensification, but the current findings show the N.Q.T.s to be enthusiastic regarding intensification viewing it as unproblematic and part of their professionalism. Such perceptions are at odds with the extant literature and challenge the developing theories regarding the intensification thesis and the reconceptualization of the 'new' professionalism. These findings prove problematic in relation to the preparation of teachers. It may be argued that the induction period is a period of intense professional development warranting its own context and criteria, free of intensification and expansion, however, the N.Q.T.s did not perceive it in this way. On the other hand if intensification and expansion are to be aspects of induction then it becomes necessary to reconsider the design of I.T.T. programmes and competences to accommodate this new reconceptualization of induction. These are dilemmas needing further inquiry.

The work also makes a contribution to practice, as the findings have direct application to the development of the P.G.C.E. course undertaken by the respondents. The 'insiderness' of the researcher

meant that the findings could influence future course design. Following the annual review of the course, modifications were made in line with the issues emerging from the research. Such modifications included:-

1. Course modifications relating to the issues identified in Chapter Four, 'Personal and Professional Issues'.

a) In order to emphasise the focus on the 'self' within the learning scenario, the personal tutor aspects of the course were given more contact time. This allowed an explicit emphasis on the affective aspects of learning.

b) From a theoretical standpoint, discrete inputs to the course covering metacognition, including aspects of 'locus of control' and 'self concept' theory were developed.

2. Course modifications relating to the issues identified in Chapter Five, 'A Mentoring Culture'.

a) In an attempt to make explicit the importance of peers and peer support within the learning process, specific 'time' was built into the course to allow for peer discussion and consultation.

b) An explicit focus on 'learning to learn' was included within the P.G.C.E. training programme, including aspects of Elliott's perspectives and the findings of previous research studies (Winstanley 1992, Bennett et al 1993 and Tickle, 1994).

3. Course modifications relating to the issues identified in Chapter Six, 'Expansion and Intensification'.

a) Job references were modified. The findings show that most of the respondents were given additional roles which related to their previous work experience or qualifications. Bearing this in mind the work references being sent to schools as a result of the P.G.C.E. students applying for posts were modified to include details of both previous work experience and qualifications. Students were asked to complete 'detailed' information sheets for their personal tutors which supplied the tutors with biographical background information, which they subsequently included in the students reference.

The work also affords a contribution to policy as it highlights the necessity to rethink the induction needs of N.Q.T.s in the light of the data. Current induction needs are conceptualized in T.I.P.S terms and focus on classroom practice, but the data suggest a changing context for the N.Q.T.s where expansion and intensification are evident. Such changing contexts raises questions regarding both the I.T.T. and induction of N.Q.T.s.

5. THE INTENSIFICATION HYPOTHESIS

An element in the changes in the educational process which have been generated by the market oriented policies of a number of countries in recent years has been an increase in the expectations attaching to the teacher's role.

Intensification can be regarded as the pressures on a teacher to meet these expectations and are manifest in the various forms of accountability. Examples would include appraisal, institutional development plans, OFSTED visits, etc. Thus teachers are expected to do more and are under pressure to achieve more in each of the areas.

There is little doubt that empirical studies of teacher opinion, perceptions, attitudes etc., indicate a general experience of what can be conceptualized as intensification. The accelerating rate of early retirement over the past ten years offers a degree of validation for this contention. Depending on the theoretical stance of the writers on the topic, intensification is offered as an example of either the proletarianization or the de-professionalization of teaching. (Apple, 1989; Burbules & Densmore, 1991)

There are several theoretical and methodological problems attaching to the proletarianization thesis. One is that there are several possible connotations of proletarianization. Because proletarianization carries too many misleading connotations its use in the context of teaching is in decline. One can accept intensification without linking it to proletarianization. Moreover, there is no evidence that proletarianization is a concept-in-use for teachers who are experiencing intensification. The conceptual difficulties with de-

professionalization are less serious but are nevertheless present. Since the meaning of deprofessionalization is predicated upon agreement on what constitutes professionalization which, in turn, is predicated on agreement as to what constitutes a profession, the extensive literature on this topic indicates how essentially contested is the term profession. Moreover, deprofessionalization is a term with which teachers can identify when the term is put to them to a far higher degree than is proletarianization. Nevertheless, it is not a widespread term-in-use amongst teachers. Nor, for that matter, are the terms expansion and intensification.

This research report contributes to the debate in two ways. The first way is that the theoretical contribution genuinely springs from 'grounded' data. The second way is that it derives not from practising teachers but from those about to enter teaching.

6. SYNOPSIS

The growing demands upon teachers as a result of Government policy is generally conceptualised as the intensification of teachers' work. This process, in turn, is seen as a manifestation of what some critics term proletarianization and other deprofessionalization. Both sets perceive the process as being deleterious both for the teachers themselves and their pupils. There is a growing amount of work which indicates that teachers are experiencing these pressures even though they do not conceptualised them in the same terms as social theorists. However, the current work suggests that the N.Q.T.s appeared to regard the intensification and expansion of duties which they anticipated undertaking in their first year of teaching, as constituting a challenge which confirmed their status as professionals.

The findings suggest that the training institution appears to have been successful in preparing students in terms of both pedagogical and classroom skills, and in fostering a predisposition towards extending their professionalism. However, this initial stage of teacher development will only bear fruit if the N.Q.T.s encounter a supportive mentoring culture when they enter the schools. Evidence to date suggests that there are doubts regarding the widespread

existence of such cultures in schools. The Teacher Training Agency needs to address this problem and to consider the appropriate 'time' within the cycle of continuous professional development when to confer newly qualified teacher status. It may be appropriate, given the findings of the current study, to withhold such status until completion of the induction year, so as to ensure the continuous professional development of N.Q.T.s in their first year of teaching, void of 'expansion' and 'intensification'.

In relation to the 'reality not yet there' (Galtung in Oyen 1990) the work shows that expansion and intensification are both anticipated by the N.Q.T.s during their induction year, but that they view such expansion positively. They are prepared to accept the challenge of expansion and have agreed to undertake numerous additional responsibilities which were outlined at job interview by their respective Headteachers. The findings have articulated 'a reality not yet there' and such a reality can be interpreted as being a cause for concern for those involved in teacher development and an area needing further investigation.

Part Three - Conclusions.

Students of educational policy and practice in Britain have drawn attention to a number of governmental initiatives over the past fifteen years which can be construed as increasing the expansion and intensification of the teacher's work and of the perceptions of teachers, whilst indicating that there are some elements in current changes which a significant minority of teacher welcome. The overall evidence is one of a loss of satisfaction as the result of these policies. This is supported by the growth in the rate of early retirements coinciding with those policy initiatives which can be considered as an indicator of declining work-satisfaction. However, these data are usually derived from teachers who are currently in service. The present study indicates that student teachers who are about to enter service would appear to regard the perceived demands which will be made on them in a positive light

and construe them as indicating that they are regarded as being truly professional. It must, however, be reiterated that this finding might be a function of the sample, the methodology and particularly, of the fact that the respondents have yet to enter full-time teaching.

Further research in this area is worthwhile for both theoretical and policy reasons. At a theoretical level, if the findings reported here were confirmed, this would indicate a development in changes in teacher professionalism in one of two possible directions. It would indicate that newly-qualified teachers are indeed 'extended professionals', confident in both their classroom practice and in their extra-classroom responsibilities. On the other hand, it could indicate that new teachers are willing to accept a role in which they contentedly see themselves as efficiently delivering an educational service in a form decided by others. In either case, a confirmation that the new entrants are indeed expected to carry out that wide range of functions which are currently regarded as constituting intensification, has considerable policy implications for the induction of new teachers. It appears obvious that induction must be a process which goes far beyond the task of developing classroom competence.

Three general conclusions can be drawn from the study. First, that there is apparent perceptual ambiguity within general policy on teacher training and development, possibly caused by the adoption of differing ideologies; secondly, that there is uncertainty in the receiving schools, regarding the status and role of induction and thirdly, that current policy guidelines specifically relating to the induction of N.Q.T.s. appear inadequate.

1. THE APPARENT PERCEPTUAL AMBIGUITY WITHIN CURRENT POLICY.

There exists much uncertainty in the current policies re initial teacher education and induction, especially in relation to the philosophical ideologies underpinning the nature of 'Induction'. Teacher induction has been under discussion, with varying degrees of interest, since the initial Teacher Induction Pilot Schemes (T.I.P.S.) of the early 1970's, which aimed:-

...to provide the knowledge advice and experience which would enable probationers to make their own independent professional judgements. (Bolam et al., 1975, pp. 12-13)

The policy associated with teacher training and induction has been fraught with different and at times diametrically opposed positions, each emanating from a different philosophical perspective and each supporting a different model of the teacher. Whilst Circular 14/93 considers the importance of a competency approach to Initial Teacher Training, with an emphasis on learning outcomes, which is in line with a technocratic philosophy of teacher training, the findings show that both the N.Q.T.s and the schools anticipate and expect the role of the N.Q.T. to be much wider, encompassing elements of the reflective judgements evident in Elliott's 'practical science' perspective.

Within existing policy statements there is no clear view of what development means in learning to teach. It appears that there are implicit contradictions between becoming competent and continuing to develop (Tickle 1994). The social market perspective appears to dominate recent policy yet the policy makers are also desirous of teacher having a 'practical scientist' orientation as viewed in D.E.S. Circular 1987 p.30 which comments on professionalism:-

The notion of extended professionalism is not a new one, but it is one that has not been fully and universally recognised. The expectation [for continued I.N.S.E.T.] should be laid down during initial training, and the process should begin with induction.

In 1991 the removal of the requirement for employees to assess the induction year rendered the induction period open to differing interpretations of purpose and structure. The distinction between the requirements of I.T.T., induction and further professional development became blurred and the perceptual ambiguity surrounding teacher development was heightened.

Both C.A.T.E. and The Teacher Training Agency have made advances to clarify this perceptual ambiguity and to ensure that the

initial stage of professional development is designed to meet the professional development needs of the student. Sadly, such direction is not evident in relation to the Induction period. Policy guidelines from the T.T.A. are needed to ensure that the development of the N.Q.T.s continues from Initial Teacher Training, through Induction and beyond. However, the T.T.A. is, as yet, in its infancy and the profession eagerly awaits its recommendations on teacher preparation and development in relation to the Induction of N.Q.T.s.

2. THE APPARENT UNCERTAINTIES WITHIN THE RECEIVING SCHOOLS.

Coupled with the ambiguity of the policy guidelines on induction is the uncertainty in the receiving schools regarding their responsibilities for and expectations of the N.Q.T. The study shows that all the N.Q.T.s were expected to take on additional responsibilities (expansion), and that there had been limited acknowledgement of their status as N.Q.T.s. For instance there had been no provision for restricting the N.Q.T.'s classroom role in order to allow for time for induction into the profession, although one respondent had been designated an 'official mentor'.

3. THE INADEQUACIES OF CURRENT INDUCTION POLICIES.

The Secretary of State (1992) has endorsed the quantifiable aspects of teaching by stating, somewhat optimistically, that, given the range and scope of competence needed to be an effective teacher, an N.Q.T. should have the 'competence to do his or her job effectively - right from the very first term'. In the same speech he stated that teachers should be 'trained and supported to have the skills and knowledge to meet the demands placed on them'. The climate of teaching today is such that the 'demands' placed upon teachers are ever expanding, due to technological, social, political and economic factors. Implicit in the Training Institution's conceptualization of the initial preparation for teaching is the assumption of ongoing development, through Induction and beyond. Induction is a key stage within this cycle of continuous professional development.

The problem, as teacher training moves towards the twenty first century, is that of ever increasing demands, as well as contextual and perceptual ambiguity. Current policy is inadequate to meet such a problem. There exists a need for a policy stance which articulates a clear vision regarding the status and induction of N.Q.T.s, coupled with the recognition of the need to adopt a perspective on continuous teacher development which encompasses both a 'content' and a 'process' orientation. Such policy would help to resolve the 'muddle' of teacher education and offer a useful perspective for those involved in Bennett's 'never ending journey' of continuous professional development. The complexity, ambiguity and unpredictability of that journey being a major reason for the necessity to support the N.Q.T.s who are 'on the edge' of their teaching careers.

Part Four of this chapter makes clear recommendations regarding policy in the light of the conclusions drawn from the study.

Part Four - Recommendations.

The social, political and economic context of Education in general is in a state of continuous flux. Such a visible and turbulent context is the arena for the training and development of the teachers of tomorrow. Considered and monitored induction into such a context should be high on the agenda of those involved in teacher preparation and development. However, the seepage from the profession of experienced staff, due partly to financial considerations, coupled with the demise of the *Local Education Authorities*, which at present have limited involvement in formal induction programmes, does not augur well for the induction of new recruits. The time, money and experience, which were available to the T.I.P.S. scheme are past and their availability in the future appears to be, given the current economic climate, an unrealistic hope.

Statutory requirements relating to the assessment of new teachers in order to confirm qualified teacher status have been regularly published (D.E.S. 1983(a), 1990, 1991, and 1992) and the emphasis on whole school appraisal encompasses all staff including N.Q.T.s. However, such assessment and appraisal may be viewed as

only part of the continuous development of teachers. The issues raised in the current work, suggests that the induction of new teachers should involve clear policy guidelines regarding the roles and responsibilities of the N.Q.T. and their status within the cultures they are joining.

The Institution appears on the basis of this sample of respondents, to have been successful in preparing N.Q.T.s for the initial stage of their professional development. Implicit in this preparation is the assumption that the N.Q.T.s will continue such development through induction and beyond. The critique of the work in relation to the theory of continuous professional development assumes an induction into classroom teaching but the interviewees report and accept, both 'expansion' and 'intensification' as well as the expectation that they will be joining a supportive mentoring culture.

The three main themes of the inquiry are interrelated, highlighting the N.Q.T.'s personal and professional concerns, their awareness of 'Expansion' and 'Intensification' and their anticipation of the support they expect to encounter in the schools. Each specific theme has implications for the professional development of teachers.

It can be seen that the findings have implications not just for the 'individual' but also the context of teacher development.

The following proposals are drawn from the implications regarding the main three themes.

1. PROPOSALS FOR INITIAL TEACHER TRAINING:-

a) That Initial Teacher Training should include both a 'content' and 'process' orientation.

b) That the use of the Professional Development Profile of competence be extended to include the induction year.

c) That a consideration of 'the self' within the learning scenario, including both personal and professional issues, be included in any training programme.

2. PROPOSALS FOR INDUCTION:-

a) That the Induction Year should focus upon the practical skills of classroom teaching, teacher socialization and the development of expert craft knowledge, within a 'mentoring culture'.

b) That in their induction year new teachers should be protected from the 'Expansion' and 'Intensification' which established teachers are experiencing.

c) That there should be no 'Expansion' or 'Intensification' during the Induction Year. However, if 'Expansion' and 'Intensification' prevails, then the T.T.A. must evolve new policies for dealing with this, for example, withholding N.Q.T. status until after successful completion of the first year of teaching, with clear criteria regarding the expectations and status of the N.Q.T. within their Induction Year.

d) That the school encourage reciprocal mentoring and support for the N.Q.T.s, within the 'learning culture' of the school.

3. PROPOSALS FOR CONTINUOUS PROFESSIONAL DEVELOPMENT:-

a) That time should be made available for the release of N.Q.T.s and other staff to engage in professional development. This could have implications in relation to further qualifications and salary structures.

b) That school should have policies on Induction, with particular attention to the formal collegial practices within the school which aid collaboration and F.P.D.

c) That there are clear policy guidelines regarding the induction into the profession, including the entitlements and responsibilities of both the schools and the N.Q.T.s.

The above recommendations would help clarify the status and role of the N.Q.T.s within the cycle of continuous professional development, as they complete their initial training and are inducted into the profession. Such clarification is currently lacking for the

respondents in the study, who are 'on the edge' of joining the demanding and turbulent profession of teaching.

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APPENDIX ONE

THE CHARACTERISTICS OF THE POST GRADUATE STUDENT

Taken from the 1994 P.G.C.E. Course Review

Firstly, that diversity should be acknowledged. The post graduate student holds a degree or equivalent qualification which may be in any of the Arts or Sciences or in one of the numerous areas of professional expertise such as Business Studies. In terms of age, academic experience, contact with children, career and parenthood, the post-graduate student group is varied in its composition.

The Institution also acknowledges that a P.G.C.E. student may be recognised in terms of their academic background and their previous experience and/or occupation.

Post graduate students as a group are likely to have a wide knowledge and understanding of education and of society. Individually they may have quite sophisticated knowledge of child psychology and practical understanding of bringing up their own children. They also have interests and enthusiasms which will contribute to their own professional development and to that of their colleagues.

In addition, post graduate students have specific subject knowledge, gained in the course of their degree studies, at least fifty per cent of which will have relevance to the primary curriculum (this fifty per cent balance is a criteria for acceptance onto the course). Such subject expertise informs their work at College and at school quite directly and provides background, 'in-depth' understanding, which is useful both to the individual student and to their student colleagues.

A more unifying feature of the post-graduate student group is that all members are, almost by definition, successful learners. They have skills in accessing information and in assessing its relevance; they can identify their own needs and with the aid of the Professional Development Profile, evaluate their own progress. They very often show a willingness to raise questions and to discuss relevant professional issues. They respond adroitly to the academic and practical demands of the course.'

Feedback from prior course evaluations has shown that post-graduate students have firm expectations of the College course and that the staff delivering the course report that such expectations are both challenging and stimulating.'

APPENDIX TWO

BIOGRAPHIES

Although Hughes's (1958) work suggest that the professional socialization of N.Q.T.s is a 'turning point' in their perception of their role and their concept of self, the current findings show that the N.Q.T.s viewed their preparation and training as part of a continuous process, involving both personal and professional issues. Such a view reflects Lortie's work where he noted that 'educational training had low impact on students' and that there was a 'lack of dramatic change in outlook from students into teachers'(1975, p.66). The current work, whilst reinforcing the idea of a continuous process of professional development, attempts to offer an insight into a 'slice' of this process by focusing on the perceptions of eight N.Q.T.s during the critical period as they move from training towards their first appointments. One problem for the researcher was in trying to encapsulate their perceptions at this key time, whilst acknowledging that such perception had been shaped and affected by past experience of which she had no knowledge.

The value of such a 'freeze frame' is to help the reader understand a particular point in the continuous development of the emerging reality depicted by each actor in the scenario. The following section gives a short biography of each of the 'actors' and the context of their prospective positions in school.

Although the sample of the N.Q.T.s was a random sample there were certain similarities due to the initial selection process of qualification for commencement of the course. First, each interviewee had a first degree with at least 50% of the content in a core or foundation area of a National Curriculum subject and secondly, they were all by definition 'mature' students having obtained a previous degree.

Each of the respondents had had a total of eighteen weeks experience in three different primary schools during the course plus two weeks in a fourth school before starting the course.

The short bibliographies outlined below allow the reader to connect with the data and to see the human face behind the comments.

Interviewee 1.

Interviewee 1 transferred directly from university to the P.G.C.E. course. She was in her early twenties. Her first degree was History. She was living with four secondary P.G.C.E. students during her course but had returned to live at home on completion of the course because she felt it would be financially and domestically advantageous. She noted the difference between secondary and primary P.G.C.E. training, "I live with four P.G.C.E. Secondary students and their course has been quite different to ours, with it being based mainly in school most of the time. But we seem a lot more professional than they do and I'm sure that's because we've been in college and mixing with more professional tutors. I know they have been with teachers and they are professional - but we've got a completely different attitude because of the things we've learnt during the Professional Perspectives lectures." The confusion regarding the reconceptualization of professionalism is one of the key themes in the current work. Her comments alert the reader to the importance of looking across courses.

She hoped to become a Deputy Headteacher in the future, but noted she did not want to become a Headteacher as you then became 'too far away' from the children.

Her school experience during the course had been in rural and semi-rural schools. Her college work had been sound, although she did note that she had anticipated higher grades in her degree subject, History. She was cautious regarding Mathematics, yet her coursework in this area was good, "I'm terrified of maths". She also had curriculum interests in Technology and Information Technology and stated that she had made every effort to include computer work in each of her school practices.

She obtained a one year temporary contract in an urban school which was undergoing reorganization, from separate Junior and Infant schools to a County Primary school. Her class was a lower junior group of 7 and 8 year olds. She maintained close contact with her first practice school and returned to work with them every Thursday. She noted that they had been very supportive and that they were "really involved and know what I'm doing so they'll send me anything I need".

Interviewee 2.

Interviewee 2 had married just before the start of the course and was in her early thirties. She had left a very responsible and financially rewarding position as a Marketing Manager in a large medical company in order to realise her wish to become a teacher. Throughout the course she noted that she had made many sacrifices to join the teaching profession. Her family, i.e. her husband and

parents, were against her moving from industry to teaching and she was determined to succeed to "prove that I've made the right decision".

Her aspirations for the future focused upon building a firm foundation as a "good class teacher initially" and then "progressing to a curriculum co-ordinator". She stressed a desire to work abroad and experience "different cultures".

Her first degree was in Business Studies and Mathematics. She stated that she had been rejected by Colleges in the North of England because of her first degree subject, even though she could prove she had 50% of her degree in a National Curriculum related subject. Her desire to teach was so strong that she even wrote to the Secretary of State for Education, John Pattern. She noted that "(the universities) just said that the Government didn't really want Business Studies. So I wrote letters to Mr Pattern and everywhere and then I phoned up every college and eventually I got an interview here, but that took an awful lot of hard work....to prove to people that I really did want to do teaching....it was worth all the hard work just to get in and then I had another year of really hard work. That was a test for me...to get into teaching and its definitely for me."

Both her coursework and school reports show a strong commitment to teaching and her grades were of a high standard. Most of her school placements during the course were in rural or semi rural locations. All the schools combined both infant and junior classes. As well as developing her maths specialism she had interests in both English and Information Technology. She gained a position at a County Primary School, with responsibility for a middle infant class, in a rural area near to her home in the North of England.

Interviewee 3.

Interviewee 3 was in her early thirties, having worked in various managerial positions during the last ten years. Her final position was as an area Manager for a large hotel chain. She noted that although she had been earning large amounts of money and leading quite a 'glamorous' existence she wanted 'more' out of life. She felt that working with children would enable her to 'give back' some of the really positive experiences she had had as a pupil. Her written course work was good, but her oral contributions to discussion and debate were at times quite inspirational. She had an enthusiasm for teaching and learning which she clearly displayed at every opportunity. Her first degree was in Business Management and Technology, however, she developed subject interests in maths and sport. She was a keen sportswoman and member of many college sports clubs. She also contributed to the sporting after school activities during her teaching practice. Her work in the classroom was of a very high standard. She took her responsibilities seriously,

viewing the affective areas of the curriculum as being important aspects of developing the 'whole child'. School reports noted her enthusiasm and insight into the needs of individual children.

She had teaching experience during the course in mainly inner city or urban schools. She spent her final practice at the Urban Learning Foundation in London and was enthusiastic regarding the opportunities available in inner city environments. Her penultimate practice had been at an urban Junior and Infant school near to the college and she received an excellent school report at the completion of the practice. Subsequently a junior post became available at this school and she applied. She gained the position.

Interviewee 4

Interviewee 4 was of Caribbean extraction having lived most of her life in England. She had been adopted at an early age and had little knowledge of her birth parents. Her adoptive parents were both teachers and she continually referred to their influence on her decision to become a teacher. Initially she had "rebelled" and joined the world of commerce in order to "keep out of the teaching profession" but after four years as a Shipping Administrator and Recruitment Consultant, she finally "gave in" and undertook teacher training. She was in her mid twenties and her first degree was Maths. She stated proudly on numerous occasions "I'm a Maths Specialist". Her curriculum interests also included Design and Technology and Science. She had undertaken school experience in two urban schools and her last practice was at the Urban Learning Foundation in London. She subsequently obtained a position in a inner city school with responsibility for a class of upper junior children.

She stated that she "would like to be a Head but feel that I want to be a good class teacher first."

Interviewee 5.

Interviewee 5 was in her mid thirties and was engaged to be married following the completion of the course. Her first degree was Science but she had an interest in Mathematics and Sport. Her previous work experience had been as a Financial Consultant.

Her school placements had been in rural and urban primary schools with mainly junior aged children. She stated that she preferred the older junior children. Her school reports were very good, and she talked openly of the value of the school experience in her overall professional development. She was a keen and eager learner, always looking for different ways to enhance children's understanding. She was a diligent member of the P.G.C.E. group, always well organised and extremely efficient in her time management. Her enthusiastic approach to work was reflected in the

high grades she received for written assignments and the positive comments of her school placement teachers and Headteachers. From the interview transcript it became evident that her approach to work was initiated in the neuro-linguistics of his childhood, "I've always been told, right from a young child, to give the best I can - nobody can ask any more if you give the best of your ability". She also noted a commitment to continuous professional development, "we've got a lot to learn and probably we don't stop learning until we retire and after that as well". She had been appointed as a P.E. Co-ordinator in an Urban Junior School in her home area and she married on completion of the P.G.C.E. course. Despite her desire to continue to learn she did not consider promotion beyond the classroom.

Interviewee 6.

Interviewee 6 was in her mid forties having worked as an Educational Psychologist for approximately fifteen years before deciding to train as a teacher. She did not view class teaching as 'the end' of her career but rather as another beginning, because she wanted to integrate her psychology background and her teacher training by working in the area of Special Education. Her coursework was of a very high standard and she made informed contributions to lectures. Her commitment to the course was evident in her enthusiastic approach to each challenge and by the fact that although being recently married she had chosen to live away from home during the week so she could have ease of access to college facilities and focus on her work, without the proximity of a new husband, adult children from a previous marriage and grandchildren. She said that she had anticipated going home every weekend but that this became impossible as the course demands developed.

Her subject interests were varied. Part of her first psychology degree had elements of mathematics and English. She developed her interests in these two core National Curriculum areas but continually articulated her desire to focus on Special Educational Need and Behavioural issues.

She had had experience in three different schools before her final eight week placement in an urban environment. Her performance at this final placement was of a high standard and she was asked by the Headteacher to apply for a permanent position on completion of her course. This she did, although it necessitated her family moving some 200 miles. She gained the position and was made responsible for a reception class within a newly renovated building.

Interviewee 7.

Interviewee 7 was in her late twenties on completion of the course. Her first degree was in English and her specialist interests included special needs and language development. She was the only student in

the recent history of the P.G.C.E. course, (i.e. the last three years) to receive a distinction. In order to receive a distinction grades in excess of 70% had to be achieved in each component of the course. Her coursework was of an exceptionally high standard and her school reports were first rate.

Her previous experience had been working as a Speech and Language Therapist for approximately seven years. She recognised the importance of her previous career in shaping her understanding of teaching, "I know that my previous experience has prepared me very well. It's been a very good grounding and it's only recently that I'm realising that I'm drawing on a lot of skills that I had before".

She was reluctant to disclose any personal information and kept all interactions to discussion of her work rather than her life. For this reason I have limited biographical details. She obtained a position in a Junior School in the Midlands.

Interviewee 8.

Interviewee 8 was in her mid twenties and had been working as a Sales Manager for two years before starting the P.G.C.E. course. She had come from a family of teachers and was determined to become a Headteacher, "I always say I'm going to be a Head in five years". Her coursework was of a good standard and her school reports were positive. She was confident and enthusiastic and gave much to the group discussion time on the course. Her degree subject was Music. She was passionate about extending music in schools and she developed this in each of her school practices. She also noted that she wanted to become a Music Adviser in order to promote her subject specialism. Her interests also included Special Education, especially Dyslexia. She was articulate in her criticism of current policies on Education and showed a good understanding of the issues affecting schools currently, e.g. financial management, class sizes and O.F.S.T.E.D. inspections. Her upbringing by two teachers was reflected in her grasp of the critical and sometimes negative aspects of the teaching experience.

All her placements during the course had been in local urban schools and she had gained a full time position in a local Catholic Primary School teaching 5 and 6 year olds.

The brief biographies above give the reader insights into the 'actors' in the work. Whilst attempting to crystallize a period in the total development of each interviewee and to 'freeze' their perceptions at a critical stage of development in order to produce a 'still', the researcher herself was plagued by movement. Not the movement of the interviewees, as the data collection methods had been designed to limit their movement by focusing on a specific

period in their overall development, but due to the researchers own movement. The researcher as producer was aware of her own movements in relation to the framing of the ongoing work:-

'My main problem is that whilst I try to crystallize their perceptions into an emerging reality I keep having to focus and re-focus my lens due to MY changing vision. My understanding of the process of research daily includes different viewpoints, from the ethical to the pragmatic. I cannot be 'still' - for the act of research is an act of continuous flux. Flux between the data and the reporting of the data, flux between the participants and the researcher, and flux between the continuous battle of a predisposition to work with a qualitative framework integrated within a quantitative study.'

The frames adopted by the researcher were changing daily. A major tension in the work was in attempting to freeze a slice of time in the lives of the N.Q.T.s, whilst acknowledging that such a single 'still' from the total picture of development was being created by a researcher, who was moving her point of vision continually.

APPENDIX THREE

EXTRACTS FROM THE RESEARCH DIARY

The inclusion of extracts from the research diary illuminate the changing epistemological and methodological issues arising from the research and allows the reader to connect with the data and see the human face behind the work. The following extracts endeavour to highlight such issues. Each extract is preceded by a key word or phrase, in parenthesis, which attempts to summarize the issues being addressed.

(Hermeneutics and the layers of introspection or 'Pentimento')

"In the process of this work I have experienced numerous changes of perception, both conscious and subconscious. Such movement is in the true spirit of hermeneutics. This dissertation represents a stage in this process and illuminates a symbiosis of past perceptions and current realities. The work may be viewed as similar to the pentimento apparent in works of art, where the original painting is overlaid by revision and reshaping, at times obscuring the original strokes and eventually recreating the work to meet the intentions of the artist. My initial focus on a fixed photographic reality has been changed to accommodate the rich impressionistic abstractions of the research process.'

(Explicit intentions and preconceptions regarding the interviewees)

"My intention is that the work as it stands will contribute to the general debate regarding teacher development and the particular issues regarding the induction of what I perceive to be 'enthusiastic, hardworking, intelligent and committed' newly qualified post graduate teachers."

(The Qualitative/quantitative tension)

"Today was a major breakthrough. The problems associated with the interplay between different research strategies, insider - outsider perspectives, and my desire to work within a framework which I describe as an 'introspective visionary' all fell into place. My past history of qualitative data analysis had been a spectra on my horizon, pushing me towards the notion of validity and cross checking. In trying to articulate a concise and trustworthy piece of research I had relied too heavily on my predisposition to include quantitative analysis to validate the findings. For eight months I had been trying to 'stay with' my original design, yet all the time feeling more and

more uncomfortable with the outcomes. Having invested so much effort and time into the qualitative aspects of the work I was reluctant to dismiss them out of hand. I had started the work with a strong qualitative orientation, wanting to produce with photographic reality a 'freeze frame' of the students' reality. Now I saw not only the elusiveness of such a quest but I also questioned the desirability of such an activity. The research process had become a mixture of colours or perceptions, and I as producer was instrumental in organising the colours or perceptions to create not a photographic representation, based on qualitative realities but rather an impressionistic abstract painting depicting the multiple realities of the various colours or perceptions. For the first time I felt what it meant to be an 'introspective visionary' and the responsibility to understand and articulate my role in the research process became an important quest. Perhaps I should add the adjective 'reluctant' to the concept of 'introspective visionary' for I realised that the inclusion of my role would involve a reconceptualization of the research process itself and a rejection of much of the qualitative data collected. The research needs were to consider both myself (introversion) and Galtung's 'reality not yet there'(vision). My role in the process is indeed that of a 'reluctant introspective visionary' and my product is moving towards impressionism rather than photographic realism."

The next section is an attempt to understand the changing perspectives as the work evolved, and the interplay between the analysis of the texts and the conceptual and theoretical frameworks offered by the literature. This interplay between data and theory is one of the main activities in qualitative analysis.

(Changing perspectives)

"It must be stated that at the outset that I believe that the 'felt experience' of my changing perceptions predated any theoretical assumptions and yet in trying to understand my conscious and subconscious actions regarding the research process I found that the area of hermeneutics appeared to offer a comfortable epistemological base."

(Elliott's Work)

"Whilst using Elliott's three perspectives as starting points for the analysis I soon found I wanted to move beyond his orientation and to relate more directly with the themes emerging from the networks. These networks, although time consuming and sometimes unproductive, do allow me to immerse myself in the documentation. I think I now really feel the 'grounding' aspects of grounded theory."

(Reporting the work)

"There really needs to be an autobiographical section to the work to allow for disclosure, but from a methodological stance how much detail should be included? The problem is again one of conscious decision for the researcher, but all the psychological work on 'disclosure' suggests that it is part of a 'healthy personality' - could this analogy be extended in relation to the disclosure within the research process - but this is another inquiry..... once you have started on the hermeneutic journey it becomes difficult to know when to stop".

APPENDIX FOUR

THE RELATIONSHIP BETWEEN ANALYSIS, DESCRIPTION AND INTERPRETATION

The relationship between analysis, description and interpretation presents a tension in most qualitative studies. The interplay between these three areas is a major factor in both the execution and the presentation of the work. There are also temporal concerns regarding when analysis is best undertaken; should it be a continuous process or a summative activity following completion of data gathering? Other issues include the level of description to be included and the problems associated with undertaking interpretation too early in a study, thus limiting the exploratory nature of qualitative inquiry. Despite numerous references to data analysis in the qualitative research literature (Strauss, 1990; Bogdan and Biklen, 1992; and Miles and Huberman, 1994) the area is one exhibiting few clear guidelines and remains a decision for the researcher alone in relation to the nature of the research process and product.

The experience of the researcher undertaking the study is that analysis, description and interpretation began from the outset of the inquiry. The problem was not in deciding when to start the activity but in knowing when to stop. From the outset there was a constant interplay between data, description of the data via codes and the conceptualization or interpretation of the emergent themes. However the activity became more frenetic during the final stages of the analysis, i.e. when undertaking data reduction, data display and data interpretation (Miles and Huberman, 1984). The movement from empirical observation to the development of constructs and theories is a major concern when trying to make conceptual coherence from the mass of data generated. Even the seemingly straightforward activity of 'coding' moves from a simple recording towards an interpretation on the part of the coder within the process of analysis. Critical friends were used in much the same way as Miles and Huberman (1984 p.228) used field site informants, in that they agreed the interpretation of the taped transcripts and the classification of the numerous categories and sub categories. They were viewed not as 'cross checks to reliability', but rather as

'lighthouses' to make the researcher aware of possible danger areas, e.g. conscious and unconscious bias, linguistic confusions and misinterpretations. Such activity was an aid to the interpretation and subsequent 'trustworthiness' of the work (Crabtree 1992). It was also an aid to the introspective nature of the research process, as the critical friends caused the researcher to question her assumptions and conceptual frameworks. For the purpose of the systemic network analysis the interpretation is grounded firmly in the interviewee's own words, organized into a conceptual framework imposed by the researcher and supported where possible by evidence from the literature. Bogdan and Biklin (1992) see the goal of description, analysis and interpretation as being one of representation as the researcher attempts to:-

'....share the meanings that the cultural participants take for granted and then to depict the new understanding for the reader and for outsiders.' (p.39)

Description is also considered in relation to the reporting of the research. In order to show the 'thick description', deemed to be one of the main advantages of qualitative research activity, extracts from the transcripts have been used in Chapters Four, Five and Six; extracts from the research diary have also been used and a hermeneutic orientation underpins the work. It was the intention of the work to apply constant comparative analysis to generate theory rather than to test hypotheses (Glaser and Strauss, 1967). The hermeneutic approach allows for the transformation of the grounded theory approach and adds to the 'thick description' of the qualitative work.

Within the work symbolic interaction becomes the conceptual paradigm which helps define the process. Interpretation is viewed not as an autonomous act but as 'shared meanings', as the interview transcripts reflect the understandings of the N.Q.T.s and as the work itself reflects the developing understandings of the researcher.

Finally interpretation is evident in relation to the final chapter, part four, where a synthesis of the emergent themes is presented in relation to recommendations for initial teacher training, induction and continuous professional development. This may be viewed as a summative interpretation of the findings into a product which will be

useful to those involved in teacher education. However, even at this stage the writing becomes a re-construction, necessitating a review of both the description and the interpretation of the work. Also as one form of writing can only be used, limitations at the reporting stage become inevitable.

The complex interplay between description, analysis and interpretation is evident throughout the work, whilst the hermeneutic process adds another layer to the complexity. In the spirit of hermeneutics it must be noted that the activity proved liberating as can be seen from this extract from the research diary:-

"Am I trying to search for neat packages rather than looking at the work as a clean canvas in order to let the data 'emerge' offering 'a reality not yet there'? The hermeneutic approach which considers 'becoming' is quite liberating as it allows for the merging of different perspectives, without the adherence to any explicit theory. This is in itself liberating."

Such liberation also causes problems relating to description, analysis and interpretation, for the introspection necessitated by the hermeneutic process, is a never ending activity which articulates implicit values and changes the 'lens' of the researcher as she engages in the research process.

APPENDIX FIVE

THE RESEARCH DIARY - INSIGHTS INTO THE RESEARCHER'S BACKGROUND.

"The things I am seeing are being affected by my past experience. I suppose the twenty five years in education will play a part. I see that the work is being affected by my interest in psychology and art. Even the words I use and the metaphors, reflect my involvement in art education. Having trained as a counsellor during my first headship and my experience of the 'affective' dimensions of teaching alerted me to the comments of X when she talked of the child abuse she had encountered - am I 'seeing' too much in this area because of my own experience as a Head? The fact that only one interviewee noted this perhaps means that it is an avenue I may not follow. I also keep wanting to consider the locus of control and the self concept theories in relation to the notion of 'self' but these theories were not evident from the outset of the foreshadowed problems and thus if I wanted to consider these elements I would need to have established a different focus for the data collection and analysis from the outset." (Research Diary)

The accepted presentation of academic work is one of rationality and objectivity. Burgess (1984) notes that the presentation of research papers is very different from the process of doing the research, and that researchers are predisposed to present the work as rational and objective, whilst hiding the messy process underpinning the final draft. Recent works (Tickle 1994 and Vulliamy et al 1990) have attempted to reveal the messy aspects of the research activity and to articulate the human dimensions in the process. The current work attempts to allow the reader insight into the messy introspective world of the researcher, in order to help clarify the epistemological and methodological determinants in the inquiry. As can be seen in the following extract from the researcher's diary, such disclosure is akin to psychoanalytical counselling and as such must be viewed with caution and empathy.

"I had initially intended the work to show a neat and rationally sound format. The mess of the analysis, numerous rough papers showing linkages, highlighting different relationships and scribbles of sudden realisations emerging from the texts are rarely depicted at the writing stage. Such messy activity is also evident in my internal

world and the introspective act is becoming an obsession. - I am obsessed by the process - it wakens me in the morning - I even 'see' relationships between methodology and Klee's paintings. My dream world is affected too. The only way I can gain access to this messy world is via symbolism and metaphor - Klee's work, Galtung's landscape and it's patchwork of multiple realities. But I am reluctant to articulate such new perspectives. The process smacks of psychodynamic counselling. My background in Counselling makes me wonder if I am over emphasising this interpretative activity. My background in Art Education allows me access to the world of metaphors and impressionism. A synthesis of the two underpins my understanding and interpretation of the work, yet I feel reluctant to include such personal disclosure when reporting the work. I want the final work to appear rational and contained, yet all the while I know it is messy and rather than being a finished piece of work is only part of a long journey. The work does allow for new realities to be articulated e.g. that 'expansion' is evident during induction and that N.Q.T.s gladly accept both 'expansion' and 'intensification' positively - but rather than seeing the work as an end I now view it as a beginning and there are so much data being generated it is difficult to know when to stop". (Research Diary)

APPENDIX SIX.

INTERVIEW SCHEDULE FOR NEWLY QUALIFIED TEACHERS

Order of questions, following feedback from pilot interviews.

8,9,10,11,12,13,14,15,16,17,18,19,1,2,3,4,5,6,7,20.

1. In what ways do you feel the course has prepared you for teaching?
2. What areas do you feel need extending or developing?
3. Was the P.D.P. useful? If so in what way?
4. Are there any areas in which you feel incompetent?
5. What are the benefits of your work in college?
6. What are the benefits of your work in school?
7. If you were designing the course what proportion of time would you spend in school and in college?
8. Now you have been successful in your training what are the issues that concern you regarding your future career?
9. Would you consider your concerns are "personal" or "professional?" Please specify.
10. How could you be more prepared to deal with these concerns?
11. What do you expect of your first post?
12. Who or what do you think will be most 'helpful' to you in your transition from student/teacher to class teacher?
13. What strategies will you use to help you during your first appointment?
14. What skills do you think teachers should possess?
15. How do you view your professional development for the future?
- 16 Do you have a model of what sort of teacher you want to be?
17. What are the components of that model?
- 18 Is there any aspect of teaching which really concerns you?
19. Concerning your first appointment:
What are your expectations of the school in general?
What are your expectations of the Head Teacher?
What are your expectations of the other members of staff?
What are your expectations of the college?
What are your expectations of yourself?
- 20 Do you have anything you would like to add?

APPENDIX SEVEN.

PREVIOUS WORK EXPERIENCE

A - INTERVIEW SAMPLE - (8 students)

1. No Previous Full Time Work Experience.
2. Marketing Manager.
3. Hotel Manager.
4. Shipping Administrator & Recruitment Consultant.
5. Financial Consultant.
6. Psychologist.
7. Speech & Language Therapist.
8. Sales Manager.

B - TOTAL SAMPLE - (80 students)

Admin. (Insurance, Clerical)	9
Armed Forces	1
Banking	1
Bi-Lingual Analysis	2
Consultancy	2
Dentistry	1
Environmental Ed. & Conservation	2
Financial Services	1
Graphic Design	2
Instruction (Outdoor pursuits)	2
Laboratory Supervision	1
Librarianship	1
Managerial positions	7
Nursing	1
Nursery Nursing & Teaching	4
Police Force	1
Quantity Surveying	1
Sales & Marketing	4
Other (including part time work)	16
No full time employment	20
Total Cohort	<hr/> 80 <hr/>

APPENDIX EIGHT

P.G.C.E. FINAL QUESTIONNAIRE.

Name.....Age.20-25() 25-30() 30-35() 35+()

Main Address(for receiving your cert.).....

.....

.....Tele.....

Teaching Post for Sept. or Areas in which you wish to teach.....

.....Age Range.....

First Degree (including % of Nat. Curriculum Relevance)

.....

Subject Specialism(s).....

Previous Work/Career.....

PART ONE

Your responses should relate to the following:

1 = Disagree completely

2 = Disagree in part

3 = Agree in part

4 = Agree completely

5 = Do not know.

	1	2	3	4	5
1. There is a relationship between educational theory and practice					
2. Educational theory should be taught before teaching practice.					
3. Courses should include the study of how teachers learn.					
4. Courses should include a detailed evaluation of educational practice.					
5. Courses should prepare students to teach.					
6. Courses should prepare students to participate in educational research.					
7. The Context is the most important factor regarding teaching success.					
8. The Teacher is the most important factor regarding teaching success.					
9. My first degree helped me to develop as a teacher.					
10. Subject Knowledge is more important than teaching skill.					

What factors influenced your decision to train as a teacher?.....

.....

PART TWO

Please grade your teaching in relation to the following items. A = Good, B = Average, C= need for improvement. Please circle the appropriate letter and make comments if you feel it is necessary.

	A	B	C	Comment, if any.
1.Relationship with class	A	B	C	.....
2.Relationships with individual children.	A	B	C	.....
3.Relationships with colleagues	A	B	C	.....
4.Relationships with parents.	A	B	C	.....
5.Class Discipline	A	B	C	.....
6.Differentiation	A	B	C	.....
7.Organisation of the classroom	A	B	C	.....
8.Organisation of resources	A	B	C	.....
9.Display	A	B	C	.....
10.Organising Groups	A	B	C	.....
11.Records of the children	A	B	C	.....
12.National Curriculum coverage	A	B	C	.....
13.Whole Curriculum Coverage	A	B	C	.....
14.Progression of individual children in:-				
(a)English	A	B	C	.....
(b)Reading	A	B	C	.....
(c)Writing	A	B	C	.....
(d)Maths	A	B	C	.....
(e)Science	A	B	C	.....
15.Preparation and Planning	A	B	C	.....
16.Integrated Topic Work	A	B	C	.....
17.Ability to Evaluate	A	B	C	.....

How would you rate your preparation for teaching in relation to the following:-

	<i>Very Useful</i>	<i>Useful</i>	<i>Very LittleUse</i>
1.The File
2.Lesson Planning
3.Assessment
4.Class Organisation
5.Teaching skills
6.Managing Pupils
7.Evaluation
8.Professional skills
9.Personal contribution
10.Link tutor's Interaction
11.Class Teacher's Interaction
12.Class Organisation
13.P.D.P.
14.Lecture Inputs
15.Workshops
16.Assignments
17.Other Students
18.English
19.Maths
20.Science
21.Geography
22.History
23.Technology
24.Art
25.Music
26.P.E.
27.R.E.
28.Equal Opportunities
29.Environmental Ed.
30.Econ.&Industrial Awareness
31.Health Ed.
32.Ed. for Citizenship
33.I.T.
34 Special Ed. Needs
35.Non-Accidental Injury
36.Working with Colleagues
37.Working with Parents
38.Understanding your role
39.Feeing confident
40.Applying for jobs

PART THREE

Do you agree with the following statements?

Indicate your position on the bipolar scale with a cross indicating whether you strongly disagree or agree to each statement.

PLEASE 'x' YOUR RESPONSE - THANK YOU.

	<i>Strongly Disagree</i>	<i>Strongly Agree</i>
(e.g.All children are angels) x
1. Teaching is a skill
2. Teaching is an art
3. Teachers learn to teach
4. Teachers are "born and not made".
5. Learning to teach is a process of acquiring knowledge.
6. Learning is the process of acquiring knowledge.
7. Knowledge is acquired through practice
8. All teacher training should be school based.
9. Only teachers in school can train teachers for schools?
10. Teacher educators are required for the training of teachers.
11. A teacher is always learning?
12. In Service Courses are necessary for teacher development?
13. Promotion is part of job satisfaction.
14. Promotion is dependent upon additional training.

PART FOUR

1. What are your main concerns regarding your future work in teaching?
2. What do you think the school will expect from you in your first post?
3. Who or what will be 'helpful' to you in your first post?
4. Are there any *areas of teaching in which you feel insecure?*
5. How will you resolve this insecurity?
6. In what areas do you feel confident?
7. How do you intend to develop your professional expertise?
8. What are your long term plans for your professional future?
9. What 'professional issues' (e.g. Nat. Curriculum, S.E.N. provision etc.) have given you cause for thought?
10. What do you perceive as YOUR responsibility in your training and preparation for the profession?

11. Please brainstorm "concerns" as you perceive them at this moment.

12. Which individual was most helpful to you developing as a teacher and why?

13. What gives you satisfaction in your teaching career?

14. Have your views and expectations of teaching changed since your begun your training? YES() NO(). If so, what and how?

15. What aspects of teaching cause you stress and anxiety?

16. What coping strategies do you use to deal with anxiety and stress?

17. Are there any professional concerns which you feel will affect your career?

18. Are there any personal concerns which you feel with affect your career?

19. Please add any other comments you wish to make on the back of this sheet.

Thank you for your time. Should I wish to follow up any of your statements in relation to my research are you prepared to have me contact you? YES () NO () please tick.

Contact Telephone Number and Address.....

.....

APPENDIX NINE

INTERVIEW TRANSCRIPT - INTERVIEWEE SIX

8. *What do you mean by concerns? - do you mean worry about how I'm going to cope in the classroom, or long term goals. Well, I suppose as an NQT, day one in the classroom. I'm not desperately concerned about it, but obviously this is going to be a brand new experience. Day one is probably going to be quite fraught. I'll plan like mad so that I am prepared for everything, and then I can relax. So probably just the initial shock of suddenly being a teacher and actually doing it, after a year of working towards it. Specifics in the classroom would be - there's no 'specific' - just getting my feet wet and coping. Making the jump from NQT into feeling quite comfortable with the role, I suppose that is it. It's also Reception, so there is that extra demand, parents coming in with all their worries and concerns, some pressures perhaps. The fact that we are moving into a brand new, as in converted old, building, which is still full of plaster and paint and wires and cables so - all of that lot has got to be sorted out and labelled and furniture removed and things put out. It's not a crushing worry, it's just things that have got to be coped with.*

9. *A bit of both. Do you want me to enlarge? Well personal in terms of "do I have the right qualities and background and training to be able to go into there and do a good job?" Me, personally, am I going to flap? - I don't think I will, but am I going to? Professional - well I've got to prove myself, haven't I? I've got to go in there and show everyone, yes I can be a good teacher. And long term I've still got this option of going back into being an Ed. Psych, or at least requalifying as my psychology background is a bit clinical and a bit educational, so I've got that route I could go. Or stay in mainstream schools and do some further specialisation and special needs, which will give me this hands on which at this point I feel I want. I also want to do my Masters degree and the school wants me to. But it's there down the road somewhere - I'm not worrying about it.*

10. *Well get rid of the long term ones at the moment because I can't deal with them. I've just got to get in there and teach and develop my skills. So I'm not worried about those long term ones right now. More prepared? Do you mean in terms of the training I've had? I don't see how the training could have been...made any better. There's so much to learn, both academic and theoretical; and on your feet in the classroom. At a certain point you've just got to go in there and do it haven't you? How can I be more prepared? How long do you want me to think about these things? Probably because I've never been in a reception class on day one and seen what happens. I've been in on my second practice but it was all up and running - so it's going to be a totally new experience. That's the only thing I think I can say and*

it would be easier in a sense if it were year one or year two. But these children are coming into proper school and leaving mum or whoever is the carer. So that's a new experience. If I had done that I may feel on safer ground. I will overplan, have loads of activities, get the classroom really organised, know where everything is, choices and know the timetable so that I know how much time I have to prepare them to do this, or get them from here to there. I'm working in a team, so getting on very well - just really make sure I'm prepared. It's a bit of sink and swim really. You have to just be confident - and then you can do it. Well pray and believe.

11. Sort of development and consolidation of teaching skills. I feel that I'm going to learn an awful lot and probably all the stuff that had gone into my head over this year which hasn't had time or chance to really be absorbed, probably all that will all start falling into place. I think a huge developmental thing will take place. A challenge, I find teaching extremely creative. I get up and I really want to go - and I enjoy doing it. So there's a great deal of excitement and challenge. Probably enormous fatigue. But I think the development is what I see happening most. Is that too self centred? I mean, I hope I'm going to do a good job for the children, that sort of goes without saying. But for me this sort of consolidation and development is first..

12. I know where I'm going. I know it's "X" school. I know who I will be working with, the two main people. I think those two people, my immediate colleagues, will be my support, whether one will have a mentor role I don't know. We did an planning day yesterday, so we are working together. Those two and of course my pals from the course.

13. To help me do what? I'm not sure I know how to answer that - well strategies - okay. Well I'm a very organised person, so I'll be as organised and be as planned as possible. Lots of consultation with the two people. We've done joint planning. I find all my college notes extremely helpful, I quite often refer back to bits and pieces, or some of the books I've read. I think probably the team work, just exchanging ideas and questions and watching what they do. It's almost that every day it will be something different. So being as open as possible to ideas and help. I think evaluating yourself - how you think it's gone, both formally and informally. There's a huge range of things you have to do. I suppose assessment of the children, seeing if they are doing what I want them to be doing, but I mean that's almost automatic. You said strategies, I wasn't quite sure what you were getting at? Everything, - not to be complaisant - your critical stance, you know :- "have I done this right? Could I do this better? Would I do it differently?" And you get that from your assessment of what's gone on with the children, how they responded or grasped it and how can I do it differently or better.

14. Oh gosh there are so many skills involved. Do you mean skills and personal qualities? An ability to relate well. Interpersonal skills, relate to the children on their level, on an individual level as much as possible and with your colleagues in the school. It is terribly important that you get on with them. To get yourself down to the level of the child so that when you try to communicate and to make sure you are using the appropriate language so that they can understand what you are trying to get across. And not to make assumptions, because sometimes you think you have explained something beautifully and you look at their faces and Ugh. So that's sort of communication and interpersonal skills. I keep coming back to planning and organising, I think if you want to have a nice relaxed free flowing sort of day, it's really got to be underpinned. You've really got to know where you are going and what you are doing. So organisational skills, planning, keeping up with curriculum changes and educational issues. Taking further training, INSET days, days that are offered to take course on things and bring that back into the school. I have been appointed Art Co-ordinator, Design and Technology Co-ordinator and I'm one of three special needs staff. So I will have all that lot to do. So that will be my contribution initially, but again that's an attitude isn't it, a willingness to do that, to have a go. I wish you hadn't raised your eyes - I thought I could cope. (I WISH I HADN'T TOO AS I'M SUPPOSED TO BE TOTALLY IMPARTIAL) Just seeking knowledge. I've got a research background, I'd like to find some time, to make some time to keep up with issues. Skills, I think we all need to be able to do things in Art, we all need to be able to do things with keyboards, it's all part of classroom life. We should all have a little music of some sort, you don't have to play first violin. Hundreds and hundreds of skills. Coping with parents, being very politically correct on certain issues, keeping the name of the school in mind, protecting the reputation of the school. Finding out about procedures for things that might happen. Enthusiasm, enjoyment, a sense of humour, patience. You have to be wonderful to be a teacher. Is that enough? I don't know whether I got the skills out alright. Is that O.K?

15. Do you mean what form would I like it to take? Well I'd like to do a couple of years of solid teaching and really develop those skills and during that second year decide if I want to specialise in special needs or do the psychology bit or whatever, but I would think initially it's just consolidating and really getting my feet wet and being totally at ease with the work - to do it properly.

16. Oh. Do you mean a hypothetical model or someone I've actually seen teaching? Well, is anyone going to hear this? You made the comment that "X" was a little bit chalk and talk, she's got some wonderful qualities but I don't like that chalk and talk bit. I'd lop that off. She's got a terrific sense of humour. I'd be less formal I

think than her. Well I'd like to be very exciting and fun and lively. Do something mad once in a while, you know what I mean. You've got to get everything sort of, on your first contact, you've got to let them know the limits, You can't just sort of, what's the word, an organic day, we've just had that in a lecture. I mean, not so airy fairy that everything falls apart, but I'd like to be kind of innovative and take a few risks now and again.. But you have got to be solid on your feet before you can do that - not plod, plod, plod. Try things out. Is that alright?

17. Oh dear. Perhaps looking at what education is and looking at some of the boring and rigid strictures and structures, perhaps thinking "Is there a better way?" Could these children learn what they are supposed to learn having a more interesting time, a challenging time. Oh this sounds all terrible progressive doesn't it. But you know what I mean....having a look at what is and really thinking is there another way of doing it which might be more exciting.....might stretch them a bit more not only this way but that way too. Enrichment, not just "Da da da now turn to the next page" or "What's our next target?" and doing my little thing every week. And also to go with the flow. Sometimes things happen and to hell with the planning, let's do that now. Which is real and it's there and you've got the interest and play it for what you can get. Not be too locked in and too frightened. Providing you get on well with the Head, you know what I mean.

I think children are wonderful little people, but if we stick them in these little boxes, well.... I hope you understand what I'm getting at.

18. Well I'm afraid of all this bureaucracy and paper work and pressure, and curriculum issues and OFSTED. We've got OFSTED in our school. That OFSTED man was good wasn't he? Excellent he really was. Not to get so totally worried and obsessed by all the paper work that you lose what you are really there for. He did say that the Primary schools went over the top on planning didn't he. - "Here is my lesson plan", "Here is my this" and "Here is my that". When it's what's happening to the child that really matters. That's a concern, but again if you organise and keep on top of it and be as rational about it as possible. I suppose you can handle it. But you do get a sense of panic at times, that OFSTED is coming. People start to go green around the gills. This should all be positive shouldn't it? Issues - can you ask me the question again as I've lost what you asked me? Right, aspect of teaching...I'd like to see schools, let me rephrase that. Some schools do not seem to be as much a part of the community as they might be. I'd like to see many more parent/school links, especially in reception. There shouldn't be this artificial break, you know that's home and that's school. I'd like to see a lot more community work. It may just be that the schools I've been in haven't. Oh they are trying at "X", the school I'm going to. but a lot of those

parents, well the ones you really want to come don't come. It seems at the moment that parents have switched from almost "teacher was god" to being very very critical of everything that the teacher does. The teacher then is almost fettered by political correctness or whatever. It's a shame there can't be a better partnership. It seems there's a political thing going on at the moment. That's just a very superficial perception, I can't say I've really experienced it in depth, but that's my perception at the moment. Yes, I have experienced it. Covering your tracks at all times. If you say something and something happens you cover your tracks because of this accountability and legal issues. It's almost 'them' and 'us' - so I'd like that to be better. The curriculum I can do nothing about I'll just have to be creative with it... to do what I want to....

I'm not too fond of the Sec of State for Ed. Class sizes are ridiculous with not enough pairs of hands to provide what could be provided for the children. This is just off the top of my head. I don't really think I've had much time to sit back and consider all these things. Is that enough?

19 (school) Well I expect what I know I'm going to get because I've been there in the last practice. There's a fantastic supportive, sharing group of teachers there. There will be time and effort. I'm sure it's going to be a very good supportive environment for me as an N.Q.T. in which I can develop. And I don't think I could expect or want more than that.

(Head) As it affects me - a little nod of approval now and again or coming in with some gentle criticism if she thinks something is going wrong, but I think I would get that from my immediate people in the reception unit. I would expect her to be a strong... well, the BOSS - running the school properly and dealing with all the issues that go on. A strong figure.

(Staff) Well it comes back to a supportive environment, shared ideas, collaborating. Feeling you can turn to them if you want to ask them things. And the curriculum people - to go to them for information and friendship, not just about school issues, but, if you are feeling fed up or depressed, you've got someone to talk to. A good supportive working environment.

(College) Do you mean into the future? I would expect that if I felt really bad about something that I could get on the phone. And I would. I mean I know I could phone you. Yes, I feel the college is going to be extremely interested to know how we've got on, especially those of us who are local. I know you would be more than happy to help as and when necessary.

(Yourself) I would like to become - Oh Expect or Like? This language is very difficult isn't it? I would like to become a really, really good teacher and I expect to work hard towards that. Does that answer that alright?

1. You touched on this before. I know we've all whinged and moaned at times, but I can't see how much more could have been done. You've given us the theoretical background and the issues that have to be thought about and we've been forced to write these papers, sometimes against our wishes, which have made us read and think about things we probably would not have bothered with. We had to go into all aspects of the curriculum and the teaching of I.T. and I can't see how the practices could have been handled any differently. I think the college has done a good job. The problem with the PGCE is the time constraints and the intensity of it. I mean sometimes I think "right I've done that onto the next thing", have I really learned or am I just... well I must have learnt, because I read all my papers recently and I thought yes I didn't know that before. But its been too much, too quickly, in order to really get things assimilated and ground down so that they become part of you. I don't think some of it will actually slot into place until we actually start teaching. "X" said not until the second year. Everyone would answer this differently, - we've just had a wonderful session with "Y", the absolute nuts and bolts of how are you going to start teaching reading, reception, or year one, year two. And all that practical stuff we need and some people will say "Oh I wish I had a bit of this, or of that". At this point I can't say there's anything that I feel.....basically I can't think of anything, as a classroom teacher that I'm particularly grumpy about, that the college hasn't done, except that I do have a great interest in special needs and there simply isn't time, in this course to go into it in more depth. Given that the policy now is to move special needs children into main stream schools and given that within every classroom you are going to have a few children with different kinds of needs, there might have been a bit more on that, but again it's time.

2. As someone who has just been appointed Design and Technology Co-ordinator, I'm afraid that was a shambles. It was a terrible course, not IT., - I'm not referring to Information Technology but to Technology. I learned absolutely nothing and didn't get inspired at all by it and now having moved into school life I find that most people still haven't a clue what D and T is. So I wish maybe, it could have been done better. Of course, its been changed now, so ... it wasn't very well taught and I wasn't inspired...let's leave it at that. You come back to time constraints, we have so much of the core subjects, we need all the English, all the Maths, and all the Science and they were fine. But we could have done a lot more on the Humanities. I mean we could have USED a lot more teaching but there wasn't the time. I'm quite keen on issues in behaviour management. And it's one thing to have a lecture and read a book but sometimes if you can see a film or a video of someone with a target behaviour and someone applying various strategies. I'm not

saying everyone should become behavioural oriented but you sometimes do need to know what you are doing with all these reinforcement strategies. It might be useful to show some people, you know, how not to do it and how to do it. You know "come on so and so now put your hands up" and then somebody shouts out by saying "now don't" but they have responded. Just that simple link, even if you are saying don't - that you should ignore that. This kind of very basic visual display of very simple techniques because we often don't realise the consequences of our response to the children. The other thing is and I've discussed this with all three teachers, I do feel that a knowledge of child development is very important, especially in Early Years. It's all very well to get people to come in with wonderful degrees and be a fantastic science curriculum co-ordinator but if they don't have some grounding in developmental psychology or child development, they are not going to be very good teachers. And I wonder whether that could be extended. I mean it's all very well to say go and read Piaget, but Piaget is so boring no one is going to go and read Piaget, but maybe some way of getting across an understanding of development a bit more.

3. Yes and no. It made me think about what I'd done and what I hadn't done, but it was so time consuming on top of everything else that I'm afraid it kept getting pushed to one side. But it did help me to evaluate myself.

4. Not incompetent, but obviously as a newly qualified teacher, lots of areas where I'm not highly skilled. So it's a developmental process. I wouldn't say incompetent, no. I don't think I'm particularly strong in the Humanities, that's probably why I referred to them earlier. I feel I really need to think about History and Geography. So I'm not really going to know until I really start to do it do I. I don't know if I'm going to be able to teach reading am I? I might be completely incompetent when I get going and somebody is going to have to say. "Oh don't do it that way". It's all theoretical still isn't it. I mean you go into a teaching practice and you are just carrying on more or less and being guided; and all of a sudden you are there on your own, well "HELP". So I don't really know. I feel confident but I think across the board you've got to uplift all these things. And then you've got to develop your own style, that's something you've got to do. We haven't had a chance to be ourselves properly, have we? So that is yet to come I hope.

5. Well I arrived here last September and I hadn't a clue. So I have learned an awful lot. And that could not be done in a school. I mean who is going to spend two hours preparing a lecture and notes and things on attainment target three in the science curriculum? I mean there has been the lecture inputs, the materials prepared, the workshops, ...you have subject specialists here, you know people with

vast experience. The issues, historical, political, psychological perspectives, all that. It's necessary.

6. How to be a teacher. Well you can't learn that in college can you? The initial problem is the management of a large number of little children. Okay, so I've done psychology, but that's not large numbers of little children. People are parents, I'm a parent but its not the same thing at all. These are very specific skills. First of all you are observing someone else, someone is modelling it all. Its bringing in all you've been taught and hopefully absorbed from the lectures. You are seeing it happen and then you're trying it out yourself, so its the move from the head to the hands really. And that can't be taught in lectures; you've just got to be there and see what happens. And of course every day is different. Every child is different. Every school is different. So you've got to have the two.

7. Are we still talking about a one year course? I don't know how ...I think the split is about right, but maybe the spacing and the timing of it might be adjusted. I think when we came in September, I know there is an enormous amount to cover, but we hadn't actually got hold of any children till practically the end of term, I know we had a day here and there but it seemed to be ages before we actually worked with any children. I wonder if we could have a little taste of it earlier on. And the pressure from November to January to get everything done... we did science after Christmas and then we had one, two, three assignments - that's pressure... I mean all our marks went down. We were just, well not exactly burnt out ...we just could not repeat keep giving of our best. So maybe a bit of adjustment, rather than changing the time.

20. Um...well I'm fantastically excited about it all. I'm looking forward to going into school. I think we were all shocked at the beginning. Well I must talk from my point of view. Absolutely shocked at the pace and the intensity and the constant pressure. And some people have crumbled under it. Not because they couldn't cope with work but with the pressure. They just needed a bit more time. That's the way they are. I was simply not expecting these demands. So people with heavy commitments outside the course, of whatever kind, would have a pretty rough time. I know you warned us, you said warn your partner, warn you kids, warn the cat... and I thought well... I did in fact... but I didn't really think you meant it. I didn't realise it was going to be quite that pressured. It was a time of .. a long day at college, a full day, and then back to your home or digs, in my case it was digs; and then always so much to do that you'd still got an evening ahead of work or some work, then you'd get to the week end and you'd be working. I didn't go home at all for the first term. My husband came to see me and my kids, well one of them came once.... well we were in contact. But I just felt if I go home for a weekend I'm going to get behind. Then it got better as I paced myself

and got into it. But it got to the point when I felt guilty if I was just sitting there watching Coronation Street or something - "goodness I should be doing something" - it was like that. Put someone with two little kids, or someone who has just lost his job, or a rocky relationship, or single parent, or God knows, life's pressured and well I don't know... I think that's the killer. And if you look at the ones who have had some problems there have been some family stresses. And people who are still here to tell the tale, some of them have come close. The first term, I didn't know everyone. You know you go to the Docks and you tend to stick with your little group and then you meet people on BSE. But in the first term I went into the Library once and a total stranger on the course, well I knew her face, but I don't know her name to this day... she started talking to me about one of the papers, we had both gone in there to do some research; and I looked at her and I thought, my God this girl is going to burst into tears, and she suddenly broke down crying and crying. She couldn't cope, couldn't meet the deadlines, panic, panic. A total stranger and she was finding it really, really rough. And that's happened to a few people, they've been really close to the wire. So the pressures are really very, very heavy. I don't know how you can get round that. I mean you can't say to all the applicants, you must have a perfect marriage or relationship, no money worries, jobs to go to.....life's not like that, but the pressures are pretty heavy. I suppose you could say to me now "so is life in school" but this is very hard.. I really feel its been a good year, a hard year. I think I've probably coped with it better than most people, I don't know why. I do know why, my family pressures have been removed. I mean my family life is pretty solid, so that's alright, but if I'd been at home, putting my housewife hat on, or my wifely hat or my motherly hat I would have found that particularly tough. So I've been very single minded about it and I feel well prepared and I feel confident and really excited. I really do, very excited.

APPENDIX TEN

SYSTEMIC NETWORK ANALYSIS

Systemic network analysis, as outlined in Qualitative Data Analysis for Educational Research (Bliss et al, 1993), has been used to analyse the interview transcripts. Such analysis 'attempts to elaborate those categories to the point where enough of the individual essence of data is preserved and represented' (p.3). The analysis falls between a relatively simple, yet superficial, category system at one end of qualitative reporting mechanism and at the other, an elaborate and descriptive narrative, using selective data from the material itself, which allows the flavour of the material to be apparent.

All transcripts were referred back to key informants and 'member checks' were undertaken. Each transcript was analysed by a second and a third independent researcher, the second being involved in the area of educational research and the third having no involvement in educational research.

Systemic network analysis has developed from the areas of project network analysis and social network analysis, the former having its roots in industrial management and the later in social psychology. The potential for such analysis has been thwarted by the over emphasis on technical and mathematical language in which much discussion of the of these techniques has previously been cast. Systemic network analysis, whilst adopting similar techniques to social network analysis and project network analysis attempts to focus more on the interpretative nature of the analysis and aims to 'squeeze' the texts, in this case the interview transcripts, in order to elaborate the perceptions and inferences within the text. In this respect systemic network analysis can be seen as being akin to Literary criticism, where individual lines and words are examined in minute detail.

<u>Styles of research</u>	<u>Source of evidence</u>	<u>Type of data</u>	<u>Type of Analysis</u>
Documentary research	Texts	Relational	Network analysis

The analysis considers specific relationships within the text. Such specificity may be criticised as being narrow and particular. However, such analysis when juxtaposed against constant comparisons across the texts of the individual respondents affords the potential to illuminate not only the realities of each individual but to suggest relevant themes.

The work in hand has adopted a systemic network analysis in order to articulate these individual realities and to consider cross case themes. Such cross site analysis moves the work from the particular towards the general. It may be argued that such movement is at odds with the spirit of hermeneutics, however the researcher, although acknowledging the value of individual perceptions has attempted to consider a temporal 'slice' of cross site realities in order to offer insights into the development of N.Q.T.s. The perceptions of the N.Q.T.s at the time of transition enable the research to highlight areas needing further investigation which will be of interest to both the educationalist and policy-maker. Such a focus is empathetic to the main purpose of the work. Whilst focusing upon the similarities it is acknowledged that numerous avenues for further inquiry are left fallow, for example the concerns relating to child abuse articulated by Interviewee Eight. This is one of the dilemmas of qualitative analysis, that so much data are generated which are ignored or lost. In shaping the work and justifying the choices made in relation to the aims of the work, the researcher shapes a particular product, selecting from a wealth of evidence in order to illuminate the foreshadowed problems of the inquiry.

"There are many avenues for exploration but I must keep my original questions to the fore and not wander down too many blind alleys. Not that I believe blind alleys exist - each alley offers different experiences and perceptions - it's just that I do not have the word space to extend the work beyond the original parameters" (research diary).

Miles and Huberman (1984, p.231) outlines the problems of the representativeness of the collected data and suggest that the analyst moves from particulars to generalities in a biased manner by 'seeing' more relationships than are actually evident. They also note that the analyst is predisposed to see 'confirming instances of original beliefs or perceptions than to see disconfirming instances'.

A problem of corroboration exists when the same person is both establishing and corroborating the findings, as the individual is predisposed to see the confirming relationships. A research diary, member checks and subjecting the 'findings' to critical friends are three methods employed in this work to try and access the predispositions of the researcher. It must be stated that although the critical friends did agree the interpretations and classifications they did not organise the work, nor set the original parameters, this was the responsibility of the researcher.

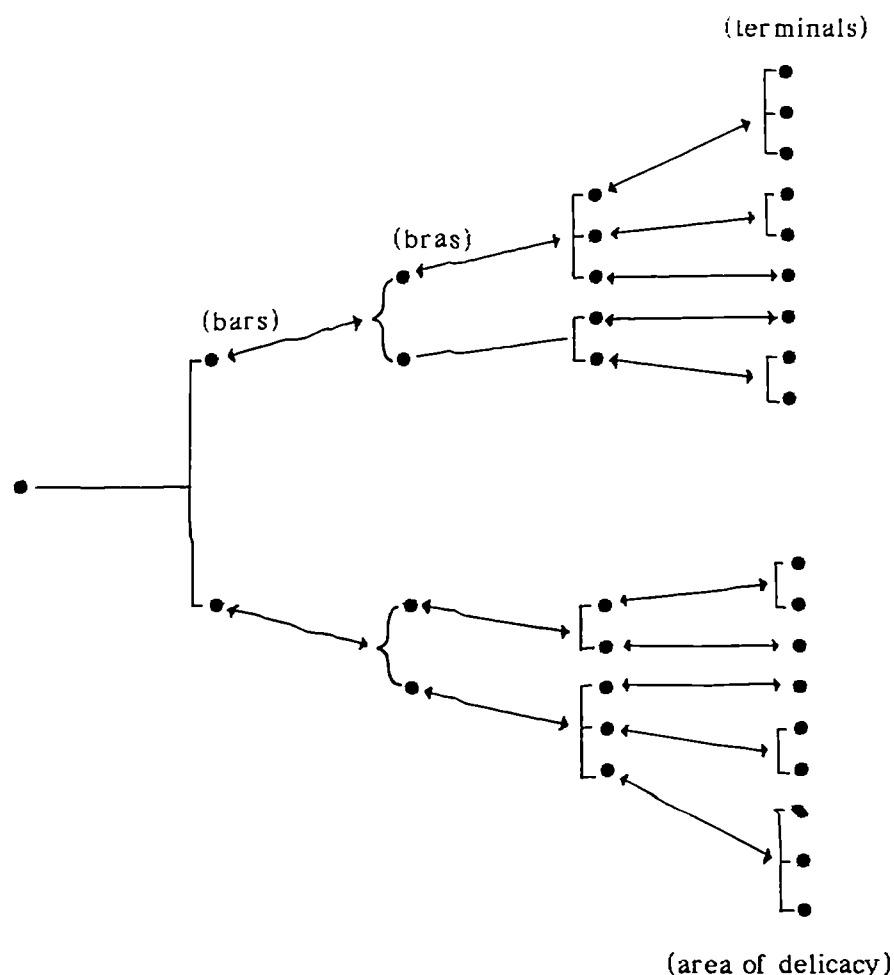
As has been stated systemic network analysis allows for relationships to be seen both within the text and between texts. The relationships are treated as expressing the linkages which run between them.

The technique of systemic network analysis can be viewed diagrammatically as a linear branch like system or pattern. Relationships are shown by bars and bras. Final codes are viewed as terminals whilst the movement from the left to the right allows for more 'delicacy' at each subdivision (see overpage).

Unlike project network analysis where the density of the linkages joining the points are important, systemic network analysis does not include any quantifiable analysis between relationships but rather simply records the relationships with a view to organizing them. The network analysis allows for simple or complex relationships to be developed. Where the analysis is extended into many branches it can be said to develop the 'delicacy' of the findings. As the analysis progresses patterns of relationships emerge. Such patterns reflect the 'gestalt' tradition in psychology, which stresses patterns through which thoughts and perceptions are organised. As the analysis progresses the 'delicacy' of the networks being developed became complicated and it was decided to move backwards in the analysis to see whether there were any themes which could contain an 'appropriate level' of 'delicacy' whilst allowing for ease of access to the concepts being described. An 'appropriate level' in this work was defined as a level which addressed the initial foreshadowed problems of the inquiry in enough detail to be meaningful to the researcher and the two critical friends, but which was not too 'delicate' so as to confuse the dominate issues. It is at this stage that groups of relationships

(themes) may be seen, for instance 'Personal' and 'Professional' groupings. Within the established terminology of systemic network analysis the word 'paradigm' is used in the sense of a possible choice among alternatives, however, so as to avoid confusion with the post-

A simplified diagram to show the components of a systemic network analysis.



(Bars consist of vertical lines showing main categories to the left and subcategories to the right.

The brackets, abbreviated to Bras indicates that selections must be made in all the categories which follow the bracket.

Delicacy is the level of distinction which becomes finer and finer with each subdivision.

Terminals are the terms beyond which no further distinctions have been made.)

(For further insights into the area of systemic network analysis see Bliss et al 1983)

Kuhnian debate on alternative research programmes, the word 'theme' was used in the current work. The systemic network analysis is then repeated using the themes as starting points as an additional aid to the trustworthiness of the interpretation.

It was at this stage of the analysis that the two 'critical friends' were employed. Their function was to undertake a network analysis on each of the texts. The texts were then scrutinized for irregularities between the two critical friends and the researcher. In fact the differences were small, usually involving a mismatch between specific word definition. Where this took place discussion ensued between the researcher and the critical friends and a consensus of definition, with a view to keeping as near to the original intention of the interviewee as possible was decided upon. A preferable strategy would have been to ask the respondents to clarify their precise meanings, however, the students had at this time left college and moved to various parts of the country.

An appraisal of the use systemic network analysis

The benefits of systemic network analysis are that it is fairly easy to use, it allows the potential for as many or as few avenues of inquiry to be explored, it highlights relationships and if used in conjunction with 'critical friends', allows for the initial relationships to be considered, questioned and modified to help identify researcher bias, whilst maintaining the essence of the interviewees original intention. Its power is apparent in its use as an orienting idea and a specific strategy that can be employed at the micro (individual) or macro(populations) level. Network analysis does not solve problems but it may make them more prominent, allowing the researcher to closely inspect the data so as to ascertain the relationships between the data and to highlight any preconceptions she might have. In this sense it acts much like the constant comparisons method of Glasser and Strauss (1967), where grounded theory is considered to be exhaustive consideration of both category and data, looking for fit and misfit. Networks, which are adapted from linguistic science, can be viewed as a heuristic device to aid thinking about analysis. They permit the analyst to handle the complexity of qualitative data to a point where it becomes meaningful and communicable to a wider audience. The field of network analysis is a developing area and as yet its full potential is not fully explored. In the current work the systemic network analysis was first undertaken using established theory, i.e. Elliott's three perspectives on teacher development; and then developed to explore the data by taking themes found in the

initial analysis and developing further networks using these themes as starting points. The reason for this progression was two-fold. First, by using established theory the analyst was able to 'open' the data from a given perspective and secondly, by 'opening' the data the analyst was then able to move towards a closer relationship with the data in order to elucidate avenues for subsequent inquiry. Due to the number of networks able to be developed it was decided, after many abortive attempts at networks which did not 'fit' or 'relate to' the original foreshadowed problems, to focus upon the themes which, whilst relating to the initial problems posed by the inquiry, were also evident across the different sites (respondents). By offering the data to network analysis using established theory i.e. Elliott and by then considering the same data afresh, whilst looking for a reality 'not yet there', network analysis is a technique for allowing the analyst to manage vast amounts of data and to establish 'themes' which act as a prompt to further analysis. In this case the themes were developed across sites (respondents) which allowed for a more trustworthy interpretation of the common themes.

The work in hand has focused on the three emergent themes of 'Personal and Professional Issues', 'The Mentoring Culture' and 'Expansion and Intensification', such themes were not evident from the outset of the work but emerged as a result of the interplay between the foreshadowed problems, data analysis, description and interpretation; with the researcher playing the key role in each activity.

The problems associated with the work are those of its interpretation and exponential nature. The first problem is a recurrent issue in most qualitative data analysis however, the emphasis on textual analysis akin to Literary criticism attempts to ensure that interpretation remains as close to the original text as possible. The units of analysis were individual sentences within the transcripts. The second problem of exponentiation is also a recurrent issue in qualitative data analysis, however a systemic network analysis allows the researcher to cut across the analysis at any point, thus creating either a very simple analysis at one end of the continuum or a very complex and in depth delicate analysis at the other. The current work falls somewhere in between the simple and the complex. It is impossible to consider exactly 'where' as the

exponential nature of the continuum is infinite. In practice the work was moving towards a very complex analysis when the researcher made the decision to stop the process in order to focus on the similarities between the key themes which were emerging from each interview script. This comparison across scripts develops the network analysis from an egocentric approach, focusing on an individual perception towards a more generalist stance. The themes emerging from the cross script analysis formed the foundations of the work in hand and are discussed in the work.

One feature of systemic network analysis is that the networks are created by the analyst and are only a technique for elucidating 'perceptions' from the data in relation to the analyst's particular 'frame' or 'frames'. The analyst must then constantly consider her relationship to the work. One check against trustworthiness has been the use of 'critical friends' to consider the work and question the decisions made. The main advantage of the technique is that it allows for flexibility, however, such an advantage may also be deemed a possible problem as such flexibility means that the potential for developing networks is endless and the decision when to stop the analysis become a key issue. For the purpose of this work analysis was curtailed as a result of first, the delicacy of the networks becoming too complex and secondly, due to the emergence of cross site (respondent) common themes, which needed further investigation and explanation.

The effectiveness of the networks have to be viewed in relation to their practical application. The analyst decided to curtail the networking when cross site(respondents) themes emerged. Such themes were not previously in the 'mind set' of the analyst, nor in the literature and thus were indicators of a 'reality not yet there'. The researcher made a conscious decision to stop the analysis at a particular point, however it must be noted that such analysis is never finished, but rather that it has reached a point where the analyst feels the findings or the analyst's particular representation of the research can be usefully communicated. In reporting the work the analyst must ensure that the decisions made are articulated, allowing the reader to see the *pentimento* i.e. the initial decisions or 'brush strokes' which were the basis of the work. The preceding comments have been made in order to allow the reader insights into the

decisions made and into the reasons behind those decisions. The introspective act of hermeneutics is one of exposing the foundations of the work, in much the same way as pentimento allows for the preceding layers of paint within an original work of art to be examined.

APPENDIX ELEVEN

**P.G.C.E. Block School Experience Two -
Formal Evaluation Questionnaire.**

(Please attach to this FORMAL evaluation your own self evaluation completed at the end of BSE II - N.B. Your BSE I self evaluation should have been given to your Personal tutor to be logged in your file).
THESE COMPLETED EVALUATIONS WILL BE COLLECTED ON THE FIRST DAY AFTER EASTER.

If you find there is not enough space please use additional paper.

Name.....FIRST DEGREE.....

Subject Specialism.....

Schools

BSE I.....age.....

BSEII.....age.....

1.What were your learning objectives for BSE II?

2.What helped you to achieve these objectives?

3.What Areas have you identified as needing attention on BSEIII?

4.Do you "feel" you are a student or a teacher? Please comment on the reasons for your feelings.

5.What do you 'feel' are the major roles of a class teacher?

6.In what respects do you 'feel' you are a student?

7.In what respects do you 'feel' you are a teacher?

8.What helps your transition from a student to a teacher?

9.How are the competences outlined in the Professional Development Profile useful to you?

10.Are there any areas of your training which you feel have not been useful?

11.Are there any areas of your training which you feel have not been covered adequately?

12.Do you think that a model based upon the competencies outlined in your P.D.P. helps you to develop into a class teacher? If so How?

13.Have you been able to adopt a 'Critical Stance' to your BSE?
YES/NO If "yes"- how and why? If "no" - what has prevented you from doing so?

14.Do you feel able to reflect upon your practice and improve performance? If so what sort of issues do you reflect upon?

15. What elements of the college course have been most useful to you?

16. What elements of the BSE have been most useful to you?

17. Who (if anyone) has been of use to you? Please grade in order of usefulness. (1=very useful, - 7=not very useful)

College Link Tutor() Class Teacher() Head Teacher() Other
College Tutors()... Other Students() Other Teachers() Anyone
else() please specify.....

18. What, in your opinion, are the characteristics of a 'good' class teacher?

19. What are the characteristics of a 'good' student?

20.How would you rate your experience in relation to the areas below?

Please tick the following ()

	<i>Extremely Useful</i>	<i>Useful</i>	<i>Very little use</i>
<i>Link Tutor's Help</i>	()	()	()
<i>Class Teacher's Help</i>	()	()	()
<i>Professional Development Profile</i>	()	()	()
<i>Lesson Preparation</i>	()	()	()
<i>Lesson Evaluations</i>	()	()	()
<i>Your Teaching Practice File</i>	()	()	()
<i>Personal Evaluation Sheets</i>	()	()	()

Please Add Any Other Comments.

Other Comments:--

21.Who or What helps you to decide if you are becoming a 'sound' teacher?

22.Is 'self evaluation' a necessary skill for a teacher? YES/NO Please justify your response.

23.What attitudes to your personal development as a teacher do you find emerging?

24.What is your view of your initial training in relation to your total professional development?

25. You are now embarking on the last term of your training. Please list any issues, areas, comments below which you feel would help in enabling you to make the transition from a student to a class teacher:-

26. What areas of professional development do you envisage working upon in the first year of your teaching?

27. Who do you expect will offer you support during your first teaching post?

IS THERE ANYTHING ELSE YOU WOULD LIKE TO SAY OR YOU THINK I SHOULD KNOW!!!

Thank you for your time and support.
Lynne Hoyer

APPENDIX TWELVE

VERBATIM EXTRACTS FROM THE INTERVIEW TRANSCRIPTS SHOWING THE N.Q.T.S EXPECTATIONS OF OTHER TEACHERS IN THE SCHOOL.

"I expect them (teachers) to still support me and I'm sure that they will. At the moment I'm expecting them to be sorting records and things for me.....Teachers are still very important. I realise I've got to use their expertise". (Interviewee 1)

"I'm expecting a lot of support and I know that I'm going to be helped a lot, which is very good...the support has already been offered to me. I'm expecting the first year to be hard work but I know I will have had the support." (Interviewee 2)

"I've been very lucky, because the Head has a fairly good outline of the sort of support I can expect.There's bags of support which is a good chance to really develop."(Interviewee 3)

"Certainly other teachers in the school will help.....I know there are Co-ordinators who I can go to at first. People who work together. I know they are there....somewhere. (Interviewee 4)

"I expect to be treated as an equal by the other teachers but obviously as a person who has just qualified and shall need some advice."(Interviewee 5)

"I know who I will be working with, I think those two people, my immediate colleagues, will be my main support - whether one will have a mentor role I don't know." (Interviewee 6)

"The other staff at the school. They have been very supportive. I was there on placement and they were very supportive and I'm sure they'll go on being supportive over the next year, wherever possible.....One teacher has been designated as my mentor."(Interviewee 7)

"I hope I'll get the support from the other teachers and probably get the satisfaction from being able to give them something as well."(Interviewee 8)

APPENDIX THIRTEEN

ISSUES WHICH HAVE SENSITIZED THE RESEARCHER TO THE PROCESS OF QUALITATIVE RESEARCH.

(The following issues are based upon the researcher developing sensitivities as the work progressed).

Due to the nature of qualitative research, the issues needing clarification and consideration are as extensive as the areas being investigated. A recent paper given to lecturers at 'X' College of Education by Geoff Walford, outlined the ethical problems inherent in researching the powerful. It is to be published in 'Researching the Powerful in Education' later in the year. It can be argued that as research develops so too does the body of literature regarding 'issues for consideration' i.e. in this particular scenario the ethical problems regarding 'researching the powerful in education' is a new area being developed as a result of Walford's qualitative research study on State Funding of Evangelical Church Schools. Following the presentation of the paper, the ensuing debate exposed a methodological dilemma in as much as it was difficult to form generalised agreements on Walford's identified ethical issues, thus raising the question, "are ethical issues contingent or absolute?"

In relation to the work in hand, it may be suggested that the researcher, as a lecturer, is in a position of power in relation to the student, thus causing ethical problems for both the student and the researcher.

From this scenario it can be argued that the range and scope of issues needing consideration are ever expanding and the potency of issues for any one piece of research is dependent upon the nature of the research.

'The choice of research style for a particular project depends on the overarching aim of the research, the specific analysis objective and its associated research question, the preferred paradigm, the degree of research control, the level of investigator interaction, the available resources, the time frame and the aesthetics'. (Brewer and Hunt, 1989, quoted in Crabtree and Miller, 1992, p.6)

Regarding specific ethical issues relating to the current research, Fowler (1984, in Wiersma, 1991, p.300), outlines eight procedures for protecting respondents. Of these eight, the procedure

needing specific attention, in relation to the work in hand, is anonymity:-

'During analysis, researchers should be careful about presenting data for very small categories of people who might be identifiable.'

It is interesting to note that the concern for anonymity was one of the issues which was identified during the pilot interviews. Confidentiality and anonymity were maintained at all stages of the research. In order to aid anonymity and despite the fact that the interview sample was representative of the male to female ratio on the course, it was decided to use only the female pronoun when reporting the findings due to the small number of male respondents.

Another major problem when designing qualitative research programmes is the iterative aspect already mentioned. Knowing when to "take stock" or evaluate progress thus far; when to consider that the methodological considerations pertinent to the inquiry have been addressed in enough detail to allow fieldwork to commence; and when to offer the ongoing work to the community of scholars. A cyclic approach was made to the study, with modifications being made following a) the pilot studies, b) the interviews and c) the emergence of the various themes. Such modifications helped to keep the initial focus on line, whilst illuminating the perceptions of the Newly Qualified Teachers.

APPENDIX FOURTEEN

THE ROLE OF THE RESEARCHER

The position of the researcher, as a member of the course team and as someone having been involved in Initial Teacher Education for over twenty five years, allowed for both access to course documentation prior to the start of the research and for the generation of foreshadowed issues to be established. Such experience and access enabled initial lines of enquiry to be identified. These were then modified in the light of the empirical evidence generated by the interviews and corroborated by the documentary evidence.

The decision regarding participant-involvement or non-participant-involvement has been partly addressed by the fact that the research was being undertaken by a lecturer involved in the course. This afforded the benefits of knowing the course and the possibilities of being able to implement change in the light of the findings of the inquiry. By interviewing the student participants after successful completion of the course (i.e. following the final exam board and agreed pass/fail decisions) the students were freed from many concerns regarding the relationship between their comments and course assessment.

The benefits of such an approach were that it:-

- a) allowed for trust relationships to have been established;*
- b) justified the involvement of all parties by acknowledging that the research could lead to the initial stages of course review and revision;*
- c) improved the opportunities for access, as the investigator was already involved in the course.*

The problems associated with such an approach were that:-

a) the investigator's involvement with the course may have afforded bias. However, as the course was due for review following completion of the research, it was anticipated that any 'insights' would afford foundations for course improvement;

b) the Ecological Validity of the findings could be affected;

'...the effects of the researchers and the procedures they use on the responses of the people studied' (Hammersley, 1983, p.10).

One problem related to the ecological validity could be the notion of the 'halo' effect. The students had recently successfully completed a course and therefore they might be predisposed to view the course and the researcher favourably. However, findings from both the Bennett (1993) and the Winstanley (1992) studies show that students became 'more critical' as the course progressed. Therefore it may be assumed that the end of course focus could be viewed as an optimum critical period during initial teacher training;

c) the interpretation of the findings could be biased. In order to minimise such bias (intentional or unintentional) and/or misrepresentation, critical friends and recycling of material back to respondents were used. 'Critical friends' (i.e. one involved in the field of education and one who had not been involved in education) were used to overview the analysis of the findings. All transcripts were offered to respondents to check intention/misrepresentation etc.

It has already been stated that the researcher was familiar with the P.G.C.E. Course and that access to the sample did not prove problematic. Concerns regarding the relationship between the researcher and the sample have already been discussed and the rationale for the choice explained. In order to minimise the negative aspects of insider research the inquiry and data collection methods adopted recognised the "insideness" and temporary "outsideness" noted by Lewin, that is:-

All researchers are in a sense outsiders since they have an agenda which is over and above any participation which they have in the activities that are the subject of their research. (Lewin, in Vulliamy et al. 1990, p.211)

It was decided to focus on interviews and documentary evidence as the major methods of inquiry in an attempt to present a realistic balance between both "insideness" and "outsideness". The use of "critical friends" along with the pluralist methods chosen afforded convergent lines of inquiry, or multiple sources of evidence, which provided the construct validity, praised by Yin (1989) as being a main criteria for the judgement of quality in research methodologies:-

....the most important advantage presented by using multiple sources of evidence is the development of converging lines of inquiry, a process of triangulation..... any finding of conclusion..... is likely to be much more convincing and accurate if it is based on several different sources of information, following a corroboratory model. (Yin, 1989, p.97)

Such multiple sources and cross site analysis allow for the recognition of the multiple realities viewed through the perceptions of the participants as meaning makers. The analysis of the eight interview transcripts corroborated by the evidence from questionnaires and evaluation sheets administered to the total P.G.C.E. cohort of eighty students allowed for Yin's 'more convincing and accurate' depiction of a reality of the N.Q.T.s.

A developing role for the researcher has been that of Elliott's hermeneutic scientist. A process of hermeneutics has been developed throughout the study, as has already been discussed. However two problems have emerged which have caused the researcher to modify her role considerable. The first problem was the 'level' of disclosure to consider, as the layers of both conscious and unconscious 'becomings' are too numerous to fathom. Secondly, in relation to the reporting of the work it became apparent that the selection of what to disclose in relation to the researchers emerging understandings and new realities was a complex decision. Both problems have been resolved in the current work by attempting to offer enough 'disclosure' to allow the reader insights into the

decisions which shaped the work and by permeating the work with extracts from the research diary. However, a final observation must be made that the researcher, having embarked on a voyage into the infinite world of hermeneutics is aware of some its possibilities and although finding the journey treacherous, is anxious to continue the process in subsequent work